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ABSTRACT

This training manual is intended to introduce local government representatives (LGRs) to the concepts of literacy and development and the role of LGRs in nonformal education (NFE). The manual's primary objective is to encourage participatory dialogue and shaping of experiences by LGRs. It can also serve as a tool for demonstrating the essential stages for developing and implementing literacy and continuing education programs. The introduction traces recent trends in NFE in developing nations, particularly in the Asia-Pacific region. The following are among the topics discussed in the five modules: (1) basic definitions related to literacy and the characteristics of learners; the association of education with human development; and the importance of education in general and education of girls and women in particular; (2) the role of local government in education, the role of LGRs at the community and grassroots levels, and the significance of decentralization; (3) identification and assessment of existing NFE programs, mobilization of community support at the grassroots level, training needs of NFE facilitators, project agencies, and teaching and learning materials; (4) skills required for training, training methods and strategies, orientation of LGRs, and evaluation of training; and (5) guidelines for trainers on successful planning, monitoring, and evaluation of training programs for LGRs. (MN)

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Training Manual

FOR LOCAL GOVERNMENT REPRESENTATIVES IN NON-FORMAL EDUCATION

UNESCO Principal Regional Office for Asia and the Pacific
Bangkok, Thailand, 2001

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215 p.

Contents: Module 1: Relationship between literacy education and development. - Module 2: Role of local government in education. - Module 3: Supporting non-formal education programmes. - Module 4: Training LGRs – purpose and method. - Module 5: Planning, monitoring and evaluation techniques for trainers.

1. NONFORMAL EDUCATION. 2. LITERACY. 3. TEACHING GUIDES. 4. GOVERNMENT. 5. TRAINERS. I. Title.

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Preface

Read the introduction to the training manual and overview of the modules carefully, for they are designed to place the reading that follows clearly in perspective. When you have completed your study of a module as a whole, you may find that reading the overview once more helps you to see the relationships between specific concepts and techniques more clearly.

The text provides a simple introduction to the concepts of literacy and development and the role of local government representatives in education. The manual explains in simple terms the planning, management and monitoring of non-formal and adult education programmes by grassroots level representatives of the local government.

Several concepts are defined in simple language and their use developed within the activities. You are advised to read them carefully and compare them within your own national/local context. Some of you will prefer to respond to each activity in turn when it is first encountered, ensuring that you fully understand all the points being discussed. Others may prefer to read quickly through the text in order to get a good feeling of what it is all about before doing the activities.

This training manual has been specifically designed to help trainers and representatives of local governments understand:

- basic concepts of non-formal education and literacy;
- roles and responsibilities of local government in non-formal education;
- general methods and techniques in the planning, management, implementation, monitoring and evaluation of NFE and literacy programmes at the grassroots level; and
- training techniques for orientation of local government representatives.

This Manual has been prepared under the supervision of Mr. Qutub Khan, Programme Specialist, Educational Planning and Management, APPEAL and acknowledges with deep gratitude the significant contributions made by Mr. Bhaskar Chatterjee, Director-General, National Literacy Mission, Government of India, Prof. Moegiadi, Director, UNESCO, New Delhi; Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission, Bangladesh; Ms. Nishat Farooq, Director, State Resource Centre, Jamia Milia Islamia, New Delhi; Ms. Anita Priyadarshini, Director, State Resource Centre, Rajasthan, India; Prof. Hu Yu, Assistant Director, Institute of General Education, Shanghai Academy of Educational Sciences, Shanghai, China; and Dr. Huma Masood, National Programme Officer, UNESCO, New Delhi.

It is hoped that the contents of this manual will be of practical use not only to trainers and local government representatives but the many insights provided therein will help shape the perspectives of planners, practitioners and resource persons.

Director
PROAP
Bangkok

All real liberation and development must rise from the grassroots up. Transformation is not something that one person can do for somebody else.

Paulo Freire

I hear and I forget

I see and I remember

I do and I understand.

Anonymous

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INTRODUCTION

Why this Training Manual?

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Why this Training Manual?

1. BACKGROUND

The second half of the twentieth century was witness to heightened activity in the area of non-formal education (NFE) for out-of-school children, youth and adults. NFE has come to be recognised as a potent vehicle for meeting the basic educational needs of people who have not been able to participate in the formal education system. This role of NFE in basic education was clearly positioned in the World Declaration of Education For All (Jomtien 1990), which declared literacy a basic human right. Despite concerted efforts over many decades to provide everyone with basic literacy skills, most countries of the Asia-Pacific region have suffered from an endemic illiteracy problem.

The past few decades have also seen the emergence of local governments in an increasing number of countries of the Asia-Pacific region, particularly in South and South-East Asia. The responsibility for providing basic education at the grassroots level has been assigned to these local governments. Consequently, LGs have to shoulder this responsibility and provide basic education to local communities both in formal schools and non-formal channels.

Vested with the responsibility of adult education and other social services, anti-poverty programmes, etc. local government bodies have a crucial role to play not only in promoting these programmes but also the well-being of the participants. This awareness on the part of public representatives has become an important component of adult education planning.

Therefore, the major issue today in the Asia-Pacific region, one of crucial significance for the future of literacy and continuing education, is the degree of partnership that can be forged with elected local bodies. In addition, mechanisms need to be devised to enhance the technical and professional knowledge along with the competence and social commitment of their members. The future of literacy in this region belongs to the grassroots local bodies. The movement's success and sustainability also depend upon the extent to which its representatives, especially its women members, are oriented and trained to manage literacy and continuing education.

Irrespective of a well-organised and structured system of formal schooling, NFE is organised differently in different countries of the region. In an attempt to make provisions for NFE in local communities, elected representatives need to be oriented and trained in the concept and functions of non-formal education. There is a need for orienting local government representatives (LGRs) in the different aspects of NFE and the role they can play in providing basic education for different target groups.

The purpose of this regional initiative is to mount innovative training and development programmes for elected members of local governing units, especially women. This initiative requires co-operation between countries to plan and design grassroots-level programmes to prepare LGRs, especially women to become effective planners, implementers and managers of NFE activities.

In order to provide this essential training to LGRs in various countries, UNESCO-PROAP, Bangkok, held a Regional Workshop in New Delhi, India (September 20-25, 1999) to develop this training manual on 'Involvement of Local government Representatives in Non-Formal Education'. The workshop, organised by the State Resource Centre, Jamia Millia Islamia, New Delhi, was attended by representatives from Bangladesh, China, India, Nepal, the Philippines and Vietnam.

The workshop discussed all facets of LGs in various countries and identified three critical areas in which LGRs should be trained. The deliberations of the workshop prepared a draft outline of the training manual. This was later expanded into the present form at an expert group meeting. The present manual is, therefore, the result of the participatory efforts of a number of resource persons and experts from six countries in the Asia-Pacific region.

The manual is designed to identify and meet the training needs of countries in the Asia-Pacific, each with a different system of local governance and non-formal education programme. Consequently, the manual deals with the training requirements of LG representatives for providing and supporting NFE programmes and activities within the context of their own needs. It is encouraged that there is a widespread dissemination of the Manual and its adaptation. Feedbacks on this manual will be highly appreciated. Comments and feedback may be forwarded to the UNESCO-PROAP office.

2. ABOUT THIS MANUAL

The manual has four modules dealing with specific aspects of the role and responsibilities of local government representatives in literacy and continuing education programmes. Gender and related issues are cross-cutting themes.

Who can use this manual

The training manual is specifically designed for representatives of local governments and trainers focussing on NFE programmes. NFE planners and administrators may also find this manual equally useful for themselves and for those who train other literacy professionals.

The major objective of the manual is to encourage participatory dialogue and sharing of experiences by LGRs. It can also serve as a tool for demonstrating clearly the essential stages for developing and implementing literacy and continuing education programmes, targeting particularly women. Finally, the manual provides relevant questions to be considered in various situations so as to avoid mistakes.

How to use this manual

Each module in the manual deals with different aspects of literacy and non-formal education programming; thus each module may be used independently. Ideally, users should translate the chapters into the local language to facilitate their understanding. It is recommended that you translate the modules for which you have an immediate need rather than wait until you have time and resources to translate the entire manual.

Examples of best practices and successful NFE programmes in the region have also been included in each module. A number of activities have been provided to guide and enable LGRs to get first-hand exposure. For training and dissemination purposes, each activity is provided on a separate page so that it can be xeroxed and passed around as resource material.

Module 1 gives basic definitions related to literacy and the characteristics of learners. It also demonstrates the association of education with human development and its related indicators and clearly underscores the importance of education in general and that of girls and women in particular.

Module 2 underscores the role of local government in education. It provides a theoretical background and discusses systems and structures of education. It highlights the role that LGRs are playing or can play at the community and grassroots levels, taking note of the significance of decentralisation.

Module 3 demonstrates how to find out and assess existing NFE programmes. It then discusses in detail how LGs can initiate new NFE programmes where such programmes do not exist. This module details the types of NFE programmes, identifies ways and means to mobilise community support, training needs of NFE facilitators, project agencies, teaching-learning materials, etc.

Module 4 gives an overview of the skills required for training, the methods and strategies of training, orientation of LGRs and evaluation of training. Examples are provided with each method for a better understanding. Many of the examples and case studies can be used in conjunction with or modified suitably for training purposes in the other modules as well. Trainers should be encouraged to adapt material wherever possible.

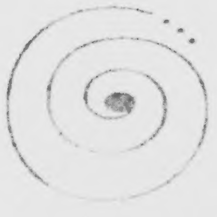
Module 5 aims at providing guidelines for trainers on successful planning, monitoring and evaluation of a training programme for LGRs. It provides information on the planning of a programme that will involve LGRs in all activities of the NFE.

The first three modules are each provided with a section on training, to guide both master trainers and LGRs. A training plan is provided, as per which further detail of the sessions is given. These sessions have been presented as independent units, which can be combined or taken up individually at the convenience of the trainer and the training group. Activities and exercises within the module can be incorporated suitably to further expand the sessions.

This manual is user friendly and needs to be adapted by the users themselves to make it more relevant to the specific local context. Users are also invited to add relevant information for the specific setting to any of these modules. The modules also encourage participants to raise questions where information on their own issues is lacking. This will allow them to complete the contents of the module within their own local context.

The purpose of this Manual is to provide the LGRs and trainers with the tools needed to run successful literacy and post literacy programmes, thus providing increased literacy opportunities for all, particularly women. We therefore, encourage the widespread dissemination of this Manual, its adaptation and its translation.

This manual has been produced with the generous financial support of the Japanese Funds-in-Trust under the project 'Local Government Involvement in Non-Formal Education.'



MODULE 1

Relationship between Literacy, Education and Development

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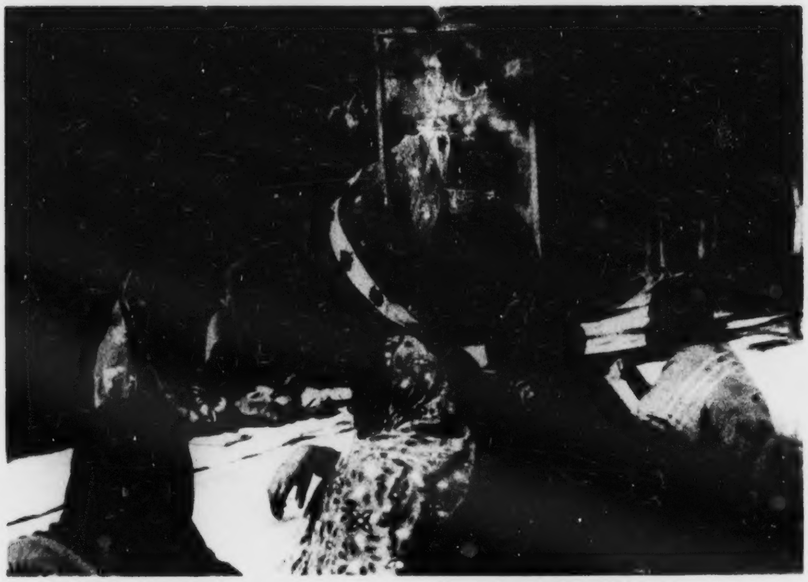
MODULE 1

Relationship between Literacy, Education and Development



GUIDING QUESTIONS FOR THIS MODULE

Please discuss the following:

1. What important differences do you generally notice between an educated and an uneducated person?
2. How does education bring about changes in the way people think, feel and act?
3. What skills do you expect the participants to acquire when they attend a literacy programme?
4. Why are literacy programmes and activities important especially for girls and women?

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1. OVERVIEW

The purpose of this module is to explain the important relationship between education and development. Once you have finished this module, you would be able to answer the question: why is education important for the development of your community? In other words, how can you change the daily lifestyle and socio-economic condition of your community members through education?

OBJECTIVES

After a thorough and careful reading of this module, you would be able to understand and discuss:

- Some important concepts related to literacy, education and development;
- Why literacy programmes should be organised for girls and women; and
- Important indicators for measuring development.

2. LITERACY, EDUCATION AND DEVELOPMENT

The major responsibility of a local self-government representative (LSGR) is to initiate and implement development programmes in his/her area. This may mean construction of a road, a bridge over a river or provision of schooling facilities for children, youth and adults. You might have realised from your own experience that development means much more than just an improvement in the economic well-being or condition of community members. Development includes the fulfilment of each person's material, spiritual and societal needs. It is defined as:

"a process for enlarging people's choices. These choices primarily reflect the desire to lead a long and healthy life; acquire basic knowledge; and have an access to resources essential for a decent standard of living."

You may notice from this simple definition that development is a dynamic process. Development empowers people and promotes important changes in their lives. However, development cannot take place by itself. It requires a educated, skilled and competent people. Seen from this angle, education becomes the most important factor for development as well as for empowering people. Education provides you with knowledge and information which in turn bring about desirable changes in the way you think, feel and act. Education also builds in you a strong sense of self-esteem, self-confidence. It contributes very effectively to the realisation of your potential. Therefore, education is considered as a social instrument for developing human resources and for human capital formation.

Development

A purposeful change in a society that contributes to social and economic well being and advancement of its people without creating any disharmony.

People having reasonable literacy and numeracy skills tend to produce more farm crops, have limited number of children and enjoy a relatively better quality of life as compared with uneducated families. Educated people earn more and are respected by the society. It is because of its tangible contributions in changing the lives of the people that education becomes an important part of the development policy in every country.

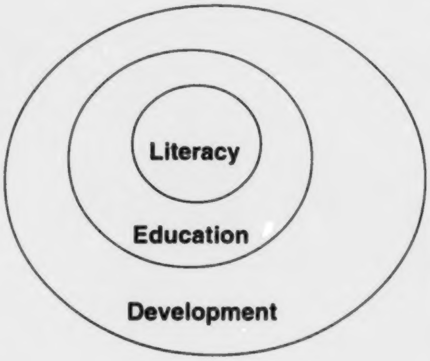
However, the relationship between education and development is not as simple as it appears to be. In fact, the impact of education on development depends basically on what we teach and how much the learners learn. In simple words, it is the education contents and the teaching methods that make the difference. Equally important is the interaction of education with other social and economic factors. You may argue that education can only be useful and meaningful when it brings about positive changes in one's life and empowers a person to face day-to-day challenges. On the same grounds, you may assert that education becomes meaningful when it provides knowledge and skills of reading, writing, simple arithmetic, and problem solving and for improving the quality of life. Education organised and oriented on these lines is certainly going to have a lasting impact on income, agricultural productivity, fertility rate, birth spacing, pre- and postnatal health, nutrition, knowledge, attitudes and values.

Progression of the community from literacy to development

Literacy is not the simple reading of words or a set of associated symbols and sounds, but an act of critical understanding of the situation in the world.

Literacy is not an end in itself but a means of extending individual efforts towards education, involving overall interdisciplinary responses to his problems.

Literacy leads to education and results in empowerment with the acquisition of the essential knowledge and skills, which enable one to engage in activities required for effective functioning of the individual in his group and community and use these skills towards his own and his community's development.



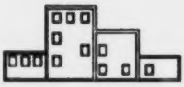
Activity 1.1

Objective: To widen the understanding of infrastructure development.

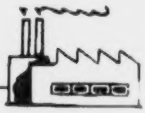
Find out the following features in your area:

Number of schools ____________________

Number of hospitals/health centres ____________________



Number of big industrial establishments ____________________



Is there any source of power generation? ____________________

Are the roads well developed? ____________________

Can you think of any other features?

____

____

____

Discuss whether these features are essential to improve the quality of life in your community.

Do they indicate the level of development in your area?

Education, particularly of girls and women, helps to control excessive population growth by promoting the concepts of family planning, collective health and well-being. An educated family makes informed choices with respect to having a child as well as for maintaining their own and their children's health.

Thus, in summary, educated families:

- Are more empowered and confident
- Have fewer children
- have fewer of their children die in infancy
- have healthier and better educated children
- are better equipped to enter the paid labour force, which is particularly important to the survival of female-headed households
- Enjoy higher levels of economic productivity
- Experience a longer and healthier life

EXERCISE 1.1

1. What is literacy? Discuss
2. How will you distinguish between literacy and education?
3. Do you believe that literacy and human development are strongly related? How?
4. List 5 important aspects of human development.
5. What is the relationship between average annual income and literacy status of a country?

3. INDICATORS OF HUMAN DEVELOPMENT

From the above discussion, it will now be clear to you that education is crucial to every aspect of social and economic development. You may also notice that education is also important for influencing social behaviour. For example, education widens people's choices. It expands their perceptions and capabilities for leading a better quality of life. Adequate and good quality food (nutrition), access to safe drinking water, better health care services, relevant and quality education for children and youth constitute the core elements of one's life.

Before presenting some graphics on how education affects human development, it is necessary to know what we mean by basic education.

Basic Education

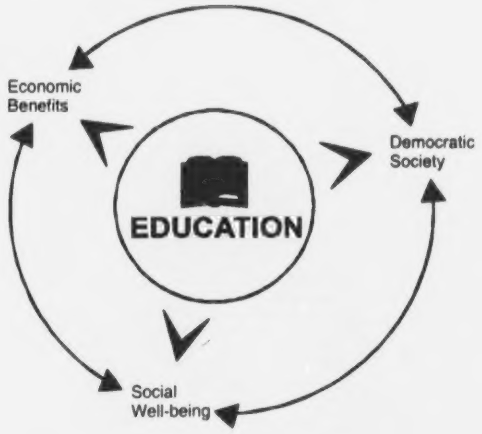
- *provides the opportunity to acquire the essential skills, knowledge, and attitudes required to function in the modern world;*
- *develops personal intellectual and social capacities;*
- *is fundamental to strengthening of higher levels of education; and*
- *includes early childhood development, the first levels of formal education, and continuing education for those out of school.*

Education is increasingly recognised to be at the heart of the development process. Three dynamically interrelated factors are involved: the **economic benefits** of education; the impact of education on population growth, health, and **social well-being**; and the relationship between education and **democratic society**.

The direct impact of education on *economic benefits* has been noticed in many countries. For example, it is observed that each additional year of schooling for men and women increases wages by between 10 to 20 per cent, and farm output by up to 5 per cent. In contrast, a population with a low level of education has little or no capacity to increase productivity. An educated person can make effective use of new technology, engage in entrepreneurial activity, and be responsive to market demands and changes.

Apart from the powerful direct economic benefits of basic education, its indirect benefits in *changing human attitude and improving human welfare* are equally important. The relationship between women's education level and population growth is dramatic. Women with more education have fewer children than uneducated women. An extra year of schooling reduces female fertility by as much as 5 to 10 per cent.

Those children who are born to an educated mother have a much better chance of surviving and being healthy. The rate of child mortality is twice as high for uneducated mothers as compared to mothers with a basic education. The effects of improved education are cumulative over



Development Process

generations. Better-educated mothers have healthier, better-educated children, who themselves as parents are better prepared to nurture and educate their own children. Recently, it has also been noticed that there is significant relation between the level of female education and HIV/AIDS prevalence. Educated women also tend to participate more actively in political processes, and decision-making within their family and community.

A common and universal system of basic education is necessary for democratic society to function properly. To participate with knowledge and understanding in policy issues and decision-making processes requires literacy, knowledge of the world, and the ability to think independently based on evidence.

The full impact of education is found where sustained investments in people are accompanied by respect for individual human rights and participation in democratic institutions.

Following from the above arguments, you will certainly agree that education is very important for economic prosperity and a decent quality of life. Eradication of the widespread illiteracy from your community is essential. Education, thus, should occupy the topmost importance in your community development programmes and activities.

EXERCISE 1.2

1. What is the importance of educating women?
2. Why should education occupy the topmost importance in your development activities?
3. Which indicators can be used to assess the development in your area.

Activity 1.2

Objective: To establish the link between education and economic benefits.

Meet 10 educated and 10 uneducated persons of your area and try to find out the following:

What are their occupations?____________________

Do they have a well-built house?____________________

Do they have a radio/television?____________________

Are they using a scooter or a car?____________________

What is their monthly income?____________________

Do you find any relation between these features and the education status of those interviewed?

Can you think of some more features, relating economic status and education? Make a list:

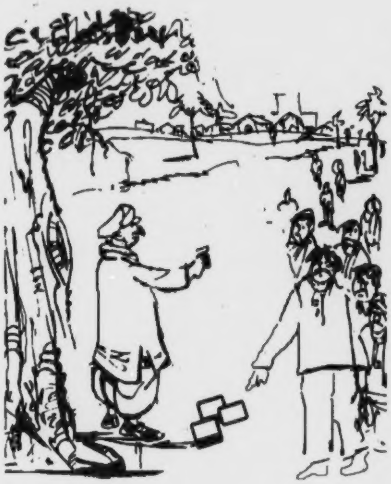
____

____

____

Activity 1.3

Objective: To ascertain the link between education and democratic behaviour.



Ask 10 people in your community if they voted in the last election.

If not, why? List the major reasons

If yes, list the reasons

What is the percentage of women voters in your community?

Do you think literacy/education has a role to play in any of the reasons you have identified?

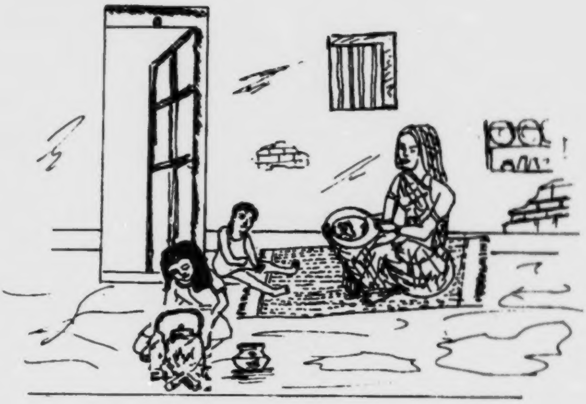
Would you agree that a literate person is more aware of his/her rights and is, therefore, a better participant in the democratic process?

Obtain the voting behaviour/percentages in your community over the last 20-30 years — compare these with literacy data.

(Data on voting behaviour can be obtained from government election records/ election office/ party offices while data on education can be obtained from the government's education department/ministry publications and even district/province/county records).

Activity 1.4

Objective: To establish the link between education, particularly of women and social well-being.



You can see Minha with her children in this illustration. She is an uneducated woman. Her son has developed polio as he was not immunised. Her daughter does house work instead of going to school. The house is not well kept. She does not understand what is nutrition.

Talk to some educated women in your area and compare the above situation with their condition, do you find a difference? If yes, what?

____

____

____

Do you think there is a difference in the quality of life because of educated/uneducated mothers?

____

You will notice from the data given below how literacy affects some selected indicators of development. The examples presented in this text are based on real data we have collected from different documents.

The indicators selected to demonstrate the relationship are as follows:

- Average Life Expectancy
- Infant and Under-Five Death Rates
- Schooling of Children (participation and retention)
- Nutrition and Health Standards

You may find these relationships very interesting. They also serve as an aid to convince your community people to participate in literacy and continuing education programmes. With these simple examples you can argue how they can improve their lives and well-being and how important is the education of their children in general and that of girls and women in particular.

Figure 1: **Educated people live longer**

Sex	High Literacy Countries (Average Age in Years)	Low Literacy Countries (Average Age in Years)
Female	68	47
Male	62	44

Figure 2: **As mothers learn to read, more children survive**

Rates per thousand	High LiteracyCountries	Low Literacy Countries
Infant Mortality	45	139

Figure 3: **Children of literate parents stay longer in schools**

Level	High Literacy Countries (Enrolment Rate)	Low Literacy Countries (Enrolment Rate)
Primary	98	51
Secondary	53	11

Figure 4: **Nutrition and quality of life improve with literacy**

Nutrition Status	High literacy countries	Low literacy countries
Daily per capita calories intake	2,718	2,080
Daily per capita protein intake	74	55
No. of inhabitants per doctor	2,898	26,284

Figure 5: **Literacy enhances earning capacities**

Income (US $)	High literacy countries	Low literacy countries
Gross per capita income	2,600	650

EXERCISE 1.3

1. Is it true that literacy rate measures the average life expectancy? Please discuss.
2. Please fill the gaps:
    - In countries where the literacy rates are higher, infant mortality and under five mortality rates are .... (high/low).
    - Educated mothers have ....children (fewer/more).
    - Literate people tend to survive.........(shorter/longer).
    - Literacy .... people's income earning capacity (enhances/reduces).
    - Literacy is ...... for the socio-economic development of your community (unimportant/important).
    - Our community should.........girls' and women's education for building in them self-esteem, self-confidence and the knowledge about their fundamental rights. (discourage/promote).

The impact of non-formal adult education on individuals and society is found to be remarkable in India, Thailand and the Philippines. Some data from India is shown in the table given below, where you can see the significant difference between neo-literate and non-literate groups.

Summary of findings of field survey - selected variables
(National Literacy Mission, India, 1997)

S.No.	Indicator	Literate (%)	Non-literate (%)
1	Enrolment (Boys 6-15 years)	75	67
2	Enrolment (Girls 6-15 years)	72	58
3	School dropout rate (6-15 years)	7	9
4	Immunisation	62	65
5	Use of safe drinking water	84	75
6	Awareness of ORS	67	33
7	Use of family planning devices	57	51
8	Sanitation	7	4
9	Cleanliness	70	55
ECONOMIC DEVELOPMENT			
10	Increase in income	47	34
11	Better expenditure management	90	49
12	Increase in household saving	44	29
13	Bank account	34	20
14	Availed credit facilities	20	15
15	Learnt productive skills	62	1
16	Established new enterprise	16	3
POLITICAL/SOCIAL AWARENESS			
17	Voted in election	84	79
18	Stopped consumption of alcohol	39	17
19	More aware of political issues	62	51
SOCIAL DEVELOPMENT			
20	Building of self-esteem	22	7
21	Building of self-confidence	17	1
22	Increased status in the family	38	16
23	Increased status in the community	23	6
24	Better solutions for family problems	36	13
25	Enhanced skill learning capacity	51	22

Similar impacts of literacy on development indicators have been experienced in other countries. The most outstanding and significant impacts are summarised as follows:

- Children's participation in general and that of girls in particular in primary education increases dramatically.
- Infant and under-five mortality rates decline considerably.
- There is greater awareness, acceptance and success in mother and child care and immunisation programmes.
- There is a noticeable decline in fertility rates, i.e. educated women tend to have fewer children.
- There develops a strong sense of self-esteem, self-confidence, living together in peace and harmony and with respect for others.

These impacts may look simple to you but all of them are convincing and concrete arguments to support the importance of education. They clearly demonstrate that a literate environment is an integral part of an individual's development as well as for the development of the community. Without educating every member of your community, it will be nearly impossible for you to attain your goal of community development and fulfill the needs and aspirations of its members.

EXERCISE 1.4

1. Discuss the differences between literate and non-literate populations given in the table on page 20. In which indicators are the differences most striking?
2. What do you understand by 'impacts of education'? What do you think are the 5 most important impacts of education?
3. Do you feel that education will make our social lives better? How?
4. Are you aware of your country's position in the world literacy map?

Activity 1.5

Objective: To demonstrate the relationship between education and human development.

Find out the following indicators for your area – compare them with the national level. *(Data available from the district/province/county records)*

Indicators	**Your area**	**National**
Average life expectancy		
Infant and under-five mortality rates		
Schooling of children (pass-outs)		
Nutrition and health standards		
Gross per capita income		

Do you think your community is doing better than the national average?

Or, worse?

Can you list some reasons for the same?

__Better health facilities______________

__Fewer schools____________________

____

____

Case Study : India

Education means Development

Lakshmi Devi Kharadi belonged to a poor Adivasi (Tribal) family of Ratlam district, Madhya Pradesh. Her family lived in poverty and eked out a living by selling vegetables and rearing animals. Lakshmi Devi was illiterate but gutsy. Her daily struggle to make ends meet had made her experienced in the ways of life. When the government announced the panchayat elections, the post of Village Sarpanch(President) was reserved for a candidate who was a woman and an Adivasi. Knowing that Lakshmi Devi understood the problems they faced and was bold enough to talk to officials, the village people put her up as a candidate for the election. Lakshmi Devi was elected. Later she was elected president of the district level local government.

Lakshmi Devi found that in her position, she was required to read a lot of files. Money had to be sanctioned for different development projects. People came to her with letters which she could not understand as she was illiterate. Lakshmi Devi now understood the importance of education She often wondered if what ever she was sanctioning was right or wrong. In order to educate herself, Lakshmi Devi enrolled herself in the literacy programme and began to study seriously. In a few months, Lakshmi Devi was able to read newspapers, books and official letters. Now she could take decisions herself on different issues. She was also able to make use of the facilities of the panchayati raj machinery for the development of Ratlam.

She attributes her success to the fact that she learnt to read and write in the literacy programme. This made her realise the potential of the facilities offered for development under the panchayati raj system. Thanks to the people's support and participation, she has been able to achieve success in development works. The first continuing education centre was also started in her house.

4. TRAINER'S GUIDE

In this unit, there are three sessions. Session 1 underscores the importance of education. Session 2 seeks to clarify the role of education in development while Session 3 deals with indicators of human development.

Development refers to qualitative and structural changes in an economy for the betterment of the social and economic conditions of the people. This requires people to acquire new knowledge, information and skills so that development is faster. Development is not merely growth in the economic sense but is closely related to the notion of quality of life. It should ensure fulfilment of basic needs properly and with dignity.

Experience suggests that it is not enough to teach the illiterate, one has also to transform the environment to sustain literacy. Basic education empowers entire nations because educated citizens and workers have the skills to make democratic institutions function effectively, to meet the demands for a more sophisticated workforce, to work for a cleaner environment, and to meet their obligations as parents and citizens.

Poverty and illiteracy are closely linked and go together everywhere in the world. Both poverty and illiteracy are part of the complex system of deprivation and discrimination. When literacy programmes are linked with schemes aimed at the eradication of poverty, the poor develop a genuine interest in literacy. They are assured of a better life.

A large body of research has established a strong correlation between literacy and social development indicators, such as health and nutrition, life expectancy and fertility in developing countries. Widespread basic education is also a prerequisite for economic growth. The importance of education for economic growth has been demonstrated more recently by the newly-industrialised countries, such as the Republic of Korea and Singapore.

This unit is expected to develop among the trainees an understanding about the role of education in development, specially human resource development. Introductory information about each session is given in the training plan.

Training Plan

	Title	Contents	Method	Time
1.	Importance of education	i) Education For All (R 1.1)	Discussion Brainstorming	45 min.
		ii) Differences between educated and uneducated persons (R 1.2)	Group work	60 min.
		iii) Identifying the benefits of education	Sharing experiences Plenary	1 hr. 15 min.
2.	Role of education in development	i) Concept of development	Group work Discussion	60 min.
		ii) Relationship between literacy and development	Question-answer Plenary	60 min.
3.	Indicators of development	i) How to measure development	Discussion Question-answer	60 min.
		ii) Impact of education on quality of life (R 1.3)	Case study Group work Plenary	1 hr. 30 min.

Session 1

Importance of Education

Objectives

By the end of the session, participants will be able to:

- understand and discuss the importance of education.
- explain the difference between educated and uneducated persons.
- enumerate the benefits of education in day-to-day life.

3 hours

Getting Ready

Read the given content carefully. Prepare the resource material. There is need to make your own notes.

How to Proceed:

Part I	Education for All
Step-I:	Share the session objectives with the participants.
Step-II:	Ask the participants to silently read the resource material R 1.1.
Step-III:	Ask them if they agree/disagree with the material. Initiate a discussion on the issue.

Step-IV: Ask them why everybody should be educated. Let them come out with as many reasons as possible

Part II Difference between educated and uneducated persons.

Step-I: Distribute resource material R 1.2to the participants and ask them to make a list of differences between an educated and an uneducated person.

Step-II: Divide them in the groups of 5 and ask them to compare their points.

Part III The benefits of education in day-to-day life.

Step-I: Make the participants sit in a circle. Ask them to share their experiences on how education has been beneficial to somebody they know.

Step-II: Ask them to give examples and let them come up with the reasons thereof. Conclude the session by briefly going over the main points.

Session 2

Role of education in development

Objectives

By the end of the session, participants will be able to:

≠ understand and explain the concept of development

≠ become aware of the relationship between literacy and development.

2 hours

Getting Ready

Read the given content carefully. Read the session steps so that you are familiar with the procedure. Prepare the resource material. There is need to make your own notes.

How to Proceed:

Part I

Concept of Development

Step-I:

Briefly explain how past experience reveals the importance of education in developmental processes. Share the session objectives with the group.

Step-II: Divide the participants into groups of five.

Step-III: Ask the participants to silently read the Module and discuss what they have understood about the concept of development.

Step-IV: Clarify the concept of development and initiate participatory discussion on how educational processes can help in development. Please highlight that development should not be considered as only economic growth but as a process of empowerment.

Part II Relationship between literacy and development

Step-I: Ask the participants the following questions and through participatory discussions get the right answers.

≠ How literacy and development go hand in hand.

≠ Explain why education of girls and women does a great deal to control rapid population growth.

≠ When does education become an effective instrument of social change?

≠ How does basic education contribute towards increase in farm productivity?

Step-II: Sum up the session by synthesising the answers to the above questions, taking care to remove misconceptions, if any.

Session 3

Indicators of development

Objectives

By the end of the session, participants will be able to:

≠ learn how to measure development.

≠ understand and explain the impact of education on quality of life.

2.30 hrs.

Getting Ready

Make sure you are familiar with the given content. Prepare the resource material in advance. If you make notes, time will not be wasted during the session.

How to Proceed:

Part I — How to measure development

Step-I: Share the session objectives with the participants. Explain the objectives with the help of blackboard/chart (Prepare chart in advance).

Step-II: Ask the participants when they consider development has taken place? Guide their answers in respect of the following indicators:

≠ Increase in life expectancy (female and male).

≠ Decrease in mortality rate (infant and adult).

≠ Increase in enrolment in primary/ secondary school and higher secondary level.

≠ Nutrition status and health services.

≠ Gross domestic product.

Step-III: After participatory discussion, allow any question from the participants on the indicators of development and explain, if the concept is unclear.

Resource Material R-1.1

UNESCO

EFA - Framework for Action

The purpose of the World Declaration on Education For All was to make the right to education, a right enshrined in the Universal Declaration of Human Rights, a reality for every person - child, youth and adult - by meeting their basic learning needs. The Framework for Action to Meet Basic Learning Needs identifies six main areas of action:

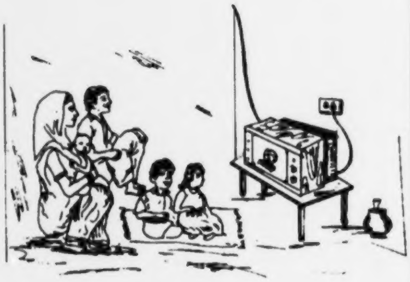
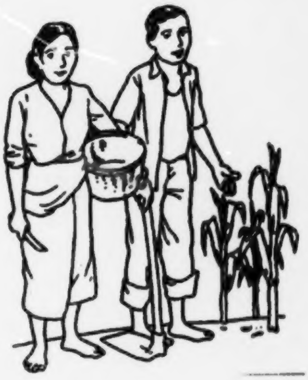
1) Expansion of early childhood care and developmental activities
2) Universal access to and completion of primary education
3) Improvement in learning achievement
4) Reduction of adult illiteracy
5) Expansion of basic education and training for youth and adults
6) Increased acquisition by individuals and families of knowledge, skills and values for better living.

In addition, five principles for promoting basic education were endorsed:

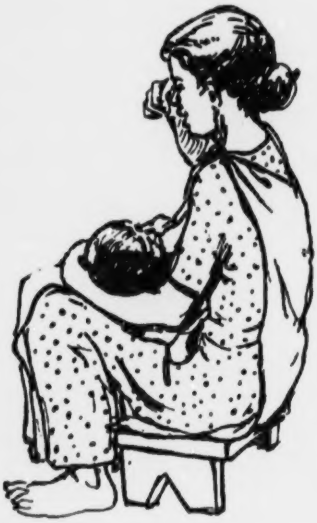
1) Universalising access and promoting equity
2) Focusing on learning
3) Broadening the means and scope of basic education
4) Enhancing the learning environment
5) Strengthening partnerships

The World Declaration on Education for All (EFA) was adopted in Jomtien, Thailand in March 1990.

Resource Material R-1.2

Educated Woman	Uneducated Woman
	

Resource Material R-1.3



Maya Devi lives in India, in a village called Dhigawada, on the outskirts of Rajgarh, with her husband, Pappu Lal and their five children. She was married very young.

She got pregnant at an early age. All through her pregnancy, her mother-in-law always told her what to do. But her baby boy died only three days after he was born.

She said that she did not blame her mother in law, and that sometimes, there are things that happen, which one doesn't understand. However, looking back she knows that there were things she did not know about childbirth which may have made a difference. Her mother-in-law had given the baby a cold bath right after it was born.

Maya lived silently with her grief while she got pregnant again and again. Now she has five children, all of whom were born with very low weight. Vegetables and milk are luxury for her.

Recently Naresh, her only surviving son, did not start walking although he was over a year old. Maya got especially worried. Was there something wrong with her son? Her husband spent most of his earnings on himself, smoking and drinking, he didn't bother to take their son to the doctor.

Maya thought her son had polio. She took him to the village doctor. When, to her relief, the doctor confirmed that it was not polio and prescribed some medicines for a few months, Maya felt better. But when she found that the treatment was too expensive, Maya got that old feeling of helplessness again.

Maya joined an Anganwadi Centre on the insistence of her village headman. She felt that knowing a little more would help her in life. She says that the things she learnt at the Centre have helped her to make life better for her children. She does not know if her son will ever be fully healthy - but there was a time when he did not walk, and now he joins the other children who run around at the Anganwadi Centre.

Terms used in this Module

Basic Education is intended to meet basic learning needs; it includes instruction at the first or foundation level, on which subsequent learning can be based; it encompasses early childhood and primary (elementary) education for children, as well as education in literacy, general knowledge and life skills for youth and adults; it may extend into secondary education in some countries.

Enrolment is the number of pupils registered in the education system.

Fertility Rate refers to the number of live births in a given year per 1,000 women aged 15 to 49 years.

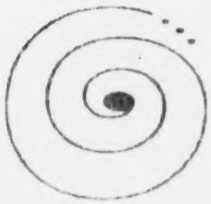
Gross Domestic Product (GDP) is the sum of gross value added by all resident producers plus any taxes (less subsidies) that are not included in the valuations of output plus net receipts of primary income from non-resident sources.

Human Development is a process for enlarging people's choices. It denotes productive investment in human beings (formal and non-formal education, short-term and on the job training) that enhances peoples' knowledge, skills, and abilities to perform day-to-day tasks effectively. For human development three essential areas are for people to lead a long and healthy life; to acquire knowledge; and to have access to resources needed for a decent standard of living.

Indicator is an index, person or thing that points out or gives information, e.g. a pointer, needle, recording apparatus on a machine, etc. showing the force, speed, pressure etc.

Infant Mortality Rate chances of dying between and exactly one year of age expressed per 1/000 live births.

Literacy is the ability to read and write and use numeracy skills. There is no clear agreement on the skill level to be acquired before we can term a person 'literate' but we generally assume a learner to be literate when he/she has sufficient reading, writing and numeracy skills to continue to learn alone without the continuing guidance of a teacher.



MODULE 2

Role of Local Government in Education

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MODULE 2

Role of Local Government in Education

GUIDING QUESTIONS FOR THIS MODULE

Please discuss the following:

1. What are your responsibilities as a representative of the local government?
2. What do you understand by the terms 'formal' and 'non-formal' education?
3. Why should literacy programmes especially target girls and women?
4. What is the importance of grassroots-level planning and management for successful implementation of NFE programmes?

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Terms Used *89*

1. OVERVIEW

This Module examines the concepts of formal and non-formal education, and the role and responsibilities of LGRs in education. As additional resource material, a table is provided at the end of the module on the tasks that an LGR has to perform in selected programme areas (see R-2.3). This 'at a glance' table can be used in the course of training or provided to the LGRs as a ready reference.

The primary goal of the literacy component in non-formal education is to provide basic education to illiterate and functionally illiterate out-of-school youth and adults, especially those from the poorest segments of society, through specifically designed programmes. Against this, continuing education aims at providing opportunities and experiences for continuing or life-long learning after basic literacy has been acquired at the self-learning level with the aim of ensuring a better quality of life and sustainable development.

As the representative of a democratic entity such as the local government, your role becomes very important in the development of your community. Thus, you may be required to take up a large number of responsibilities for your community. Among other responsibilities, the most important ones include a continuous improvement of the socio-economic condition of people and a sustainable development of your area.

It is important to recognise that the phrase "meeting basic learning needs" means different things in different circumstances. The knowledge and skills that a farmer needs to be an active participant in a rural community differ from those required by a government worker in an urban setting. Moreover, learning requirements also change with time and basic education should change, too. Non-formal or out-of-school education, once seen as a marginal and second-class alternative to formal schooling, is increasingly seen as a necessary and complementary component of a comprehensive strategy to provide Education for All.

OBJECTIVES

After a thorough and careful reading of this module, you would be able to understand and discuss:

- The linkage between community development and non-formal education;
- The terms 'formal', 'non-formal' and 'adult education' and their differences;
- The importance of grassroots-level planning and management for successful implementation of NFE programmes; and
- The various roles of a local government representative in promoting non-formal education.

2. EDUCATION SYSTEMS

The traditional concept of education has now broadened. Earlier, education was provided only by the schools. Now all agencies of society, including those offering non-formal and self-learning alternatives, provide many opportunities for life-long learning. The changing view of education is depicted in Figure 1.

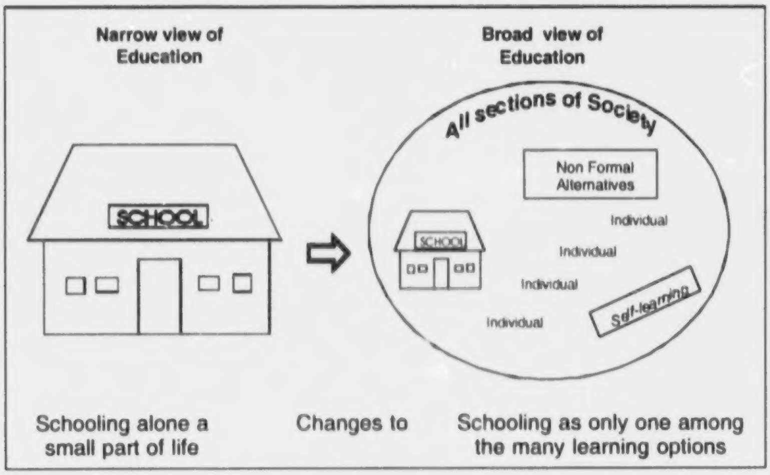
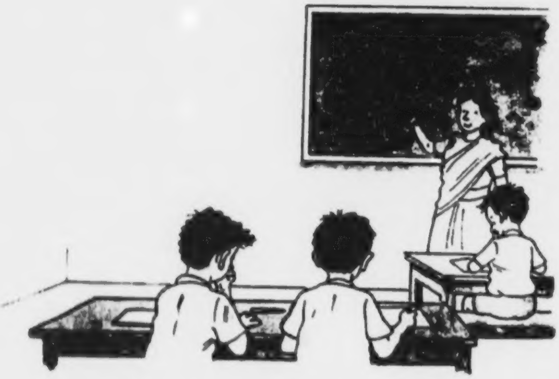

Narrow view of Education
Broad view of Education
SCHOOL
All sections of Society
Non Formal Alternatives
Individual
Individual
SCHOOL
Individual
Self-learning
Individual
Schooling alone a small part of life
Changes to
Schooling as only one among the many learning options

Figure 1: Changing view of education

The figure shows that educational services are provided by both 'formal' and 'non-formal' systems. However, the terms 'formal' and 'non-formal' education are used differently in different countries.

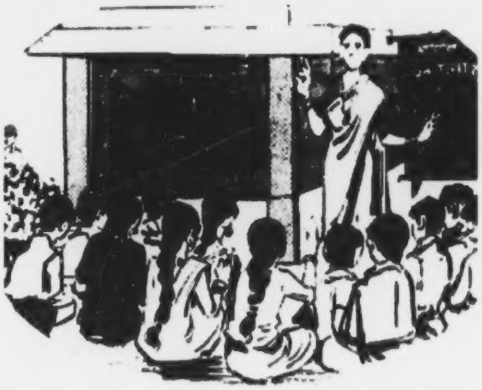
Formal education programmes:

- are intentionally organised, full-time learning events;
- have regular and fixed duration and schedule,
- have a structured hierarchy with chronological succession of levels and grades,
- have admission and formal registration requirements,
- cater mainly to age group of 5 to 25 years,
- are held within established educational institutions,
- use pre-suggested contents, methods and teaching-learning materials.



Non-formal education refers to:

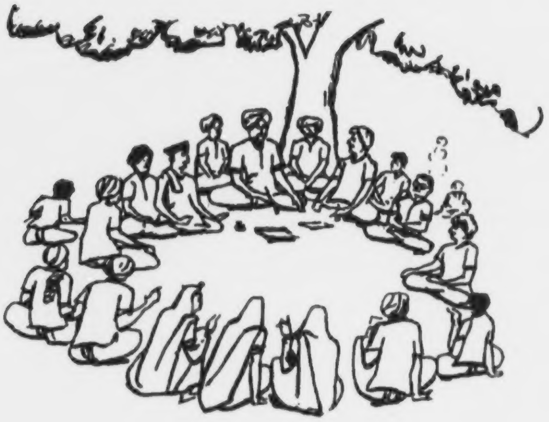
- intentionally organised learning events outside the formal education system of schools,
- learning events which do not fulfill one or more of the conditions underlined for formal education.



It is equally important for you to know that the term 'non-formal education' is often used interchangeably with 'adult' education.

Adult education refers to:

- the entire body of organised educational processes, whatever the content, level and method, whether formal or otherwise,
- programmes whereby persons regarded as adults improve their technical or professional qualifications, and further develop their abilities to:
  (a) complete a level of formal education;
  (b) acquire knowledge and skills in a new field; and
  (c) refresh or update their knowledge in a particular field.



You will observe that formal and non-formal education sub-systems do not operate independently and in isolation. They are important parts of the entire education system of a country.

Depending upon the need of the target group, either formal or non-formal systems can be initiated in an area. Since now you have an understanding of the two systems, you can plan the educational programmes in your village in a better way. The important differences between the two terms have been summarised in Table1.

Table 1 Important differences between Formal & Non-Formal Education

Criteria	Formal Education	Non-Formal Education
1. Objectives	To acquire academic skills and obtain a certificate, diploma or degree on the basis of a structured hierarchy of levels	To acquire skills for immediate use not necessarily based on hierarchy of levels
2. Time Frame	It takes a fixed duration to obtain the certificate and it requires full-time involvement and participation	Courses are generally flexi-time study schemes
3. Duration	Usually a fixed and uniform time schedule	Time flexible, learners may study at their own pace and convenience
4. Curriculum	Academic in approach. Most of the content prepares for further study but does not necessarily prepare for the world of work	Functional to suit the needs the learners' needs.
5. Methodology	Institutional with authoritarian teacher-student relationship	Flexible; adult oriented; stress on participatory and independent learning
6. Control	Top down relationship Teacher controlled	Flexible, depending on situation Learner managed

EXERCISE 2.1

1. Can you list and discuss the differences between formal and non-formal education?
2. What do you understand by the term 'adult education'? Please discuss.

Activity 2.1

Village School

Objective: To understand and explain the concept of formal education.

Visit a formal school in your area.

How many formal learning centres are there in your area?

Primary Schools ☐
Secondary Schools ☐
Colleges ☐
Vocational ☐

Do all school-age children join formal schools?

Do you think there are enough formal schools in your area?

Observe and write some features of these schools:

- Are there fixed timings?
- Do the children wear uniforms?
- What is the average age group?
- Is the timetable fixed or variable?
- Are the learners awarded certificates/degrees?
- Any other important features?

Activity 2.2

Objective: To understand and explain the concept of non-formal education.

Visit a non-formal education centre in your area.

How many non-formal learning centres are there in your area

Adult Education ☐
Vocational/Life-Skill ☐
Any other ☐

Is there sufficient number of learners attending these centres?

Do you think these centres are different from formal schools?

List some differences that you've observed:

____

____

____

3. DEVELOPMENT OF EDUCATION PROGRAMMES AT THE LOCAL LEVEL

As a representative of the community, you have a vision, aspirations as to what your people should know, should be able to do and the values they should acquire for facing day-to-day life situations. In the same way, each member of your community may also have a vision and aspirations for his/her own betterment.

You may easily find national goals for the development and provision of non-formal education programmes in your country's policy statements. These goals would be in total harmony with the overall national development objectives. However, at the grassroots level you may wish to modify them in accordance with the aspirations and needs of your community. These needs and aspirations certainly vary from one community to another. A general outline of the broad objectives of non-formal education can be formulated on the lines given below. The proposed list is by no means complete and exhaustive. It is open for revision to include your own objectives.

Objectives of Non-Formal Education

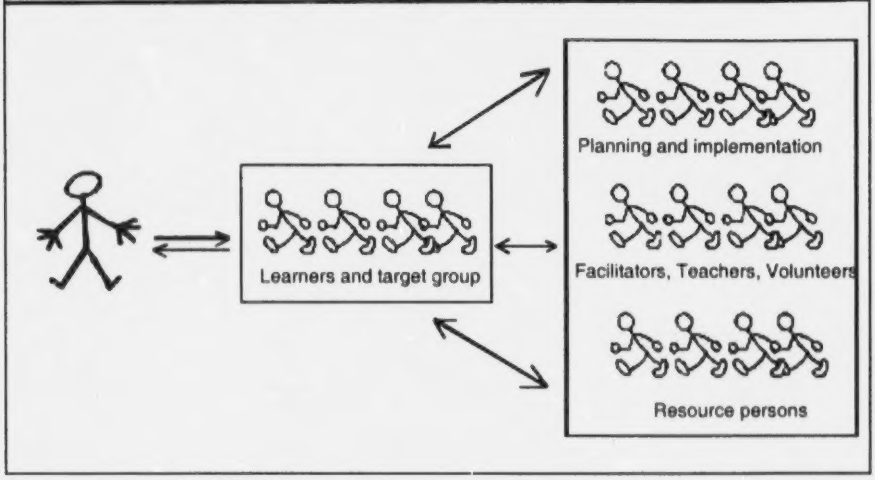
1. To provide functional literacy programmes comprising literacy and problem-solving skills to non-literate and semi-illiterate youth and adults;

2. To provide post-literacy and continuing learning opportunities through community learning centres to retain and improve the level of basic education;

3. To provide educational opportunities to improve the quality of life and for enhancing an individual's earning capacity; and

4. To provide opportunities for personal development and future oriented educational programmes for community development.

Ensuring community participation in your programmes


Planning and implementation
Learners and target group
Facilitators, Teachers, Volunteers
Resource persons

As a representative of your community, it is your responsibility to ensure the following important aspects at the time of planning and implementing education programmes and activities in your community (see above diagram):

- Ensuring effective participation and involvement of local people at the planning, implementation and evaluation stages of education and community development programmes;
- Utilising, as much as possible, the services of local people as facilitators/teachers/volunteers in all education programmes;
- Assessing local needs and identifying corresponding resources from the community; and
- Encouraging and motivating all types of learners and clientele groups to participate in the programme.

EXERCISE 2.2

1. What are the objectives of non-formal education?
2. What aspects should you ensure while planning educational activities in your area?

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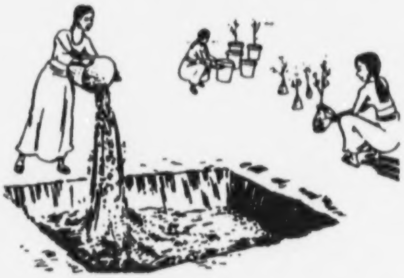
Activity 2.3

Objective: To widen an understanding of community support.



In what areas is people's involvement beneficial? List such areas based on experiences in your community?

__Keeping the surroundings clean and green____

__Building check dams to conserve rainwater___

____

____

Does planning and running a literacy centre also require people's involvement? Why?

____

____

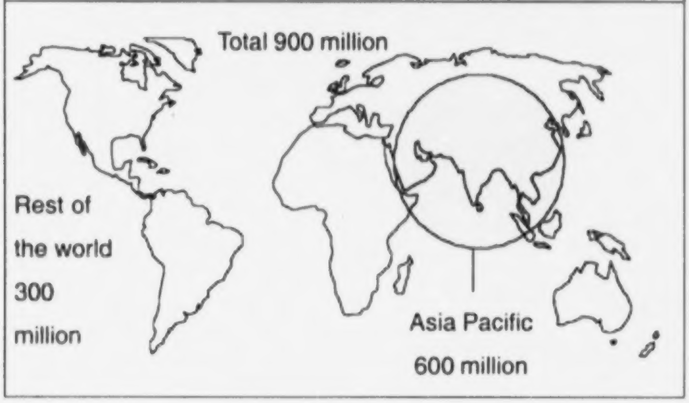
Name some people from your community who can be involved in your programmes as:

Resource persons	Facilitators	Volunteers

4. EDUCATION AS A RESPONSIBILITY OF LGR

It is a matter of serious concern that about 900 million adults in the world cannot read and write and spend their lives without even being aware of important events happening around them. Of these 900 million illiterates, nearly two-thirds live in the Asia-Pacific region. Despite the concerted efforts made during the last two decades or so, the goal of total eradication of illiteracy could not be achieved. Also, the vision of life-long learning societies cannot be fulfilled till we have the structures and mechanisms to sustain these societies. Educational planners and policy-makers are constantly worried about these problems.

Distribution of world's non-literate population



This gap can at best be narrowed through active involvement and participation of local government in non-formal education programmes at the grassroots level. Local government is an institution recognised by community members and administered by its elected representatives. There is, thus, considerable scope for your direct involvement in all education programmes at the grassroots level. Your participation and involvement will not only help realise the ultimate goal of the local government in building a participatory democratic mechanism but also ensure the empowerment of socially marginalised and disadvantaged groups of society. However, this mechanism of decentralisation and devolution of power can only be established when community members are literate, aware and organised.

By now you have realised that education is very important not only for an individual but also for the development of your community and for the nation. Education to thousand and millions of children, youth and adults in your country cannot be provided by a handful of people alone. If your objective is to achieve the goal of education for all, you should have a strong will, commitment and determination. Once again, this is not a sufficient condition. All the members of your community, for whom you plan to provide education, should have the willingness and ability to learn and use the acquired knowledge most effectively.

Importance of Decentralisation

Regardless of the progress made by your country, national leaders, planners, policy-makers and administrators are the people who shape national commitment and determination to provide education to all. Past experience shows that the direct and personal involvement of top leaders can bring about enormous and lasting effects on mobilising financial, material and human support for education programmes. Their participation is equally important for the systematic planning, administration and sustenance of these programmes. At the same time, it is also necessary that decentralisation of authority at all levels of decision-making takes place. This would ensure faster decisions that are also more relevant to social needs.

Decentralisation may assume different forms. It may take the form of delegation of responsibility to lower subordinates, or it may be practised as devolution of authority with local administrative bodies or authorities.

You will certainly agree that local government authorities which have already assumed considerable responsibilities with respect to the development of socio-economic infrastructure – agriculture, construction,

Activity 2.4

Objective: To demonstrate what is decentralisation.

State some reasons why you can carry out literacy activities in your area more effectively than state/national level authorities.

____

____

____

As an authority, name 3 development plans you would like to delegate:

____

____

____

Do you think this activity can be called decentralisation? Why?

____

____

____

In your opinion, what are the benefits of decentralisation?

____

____

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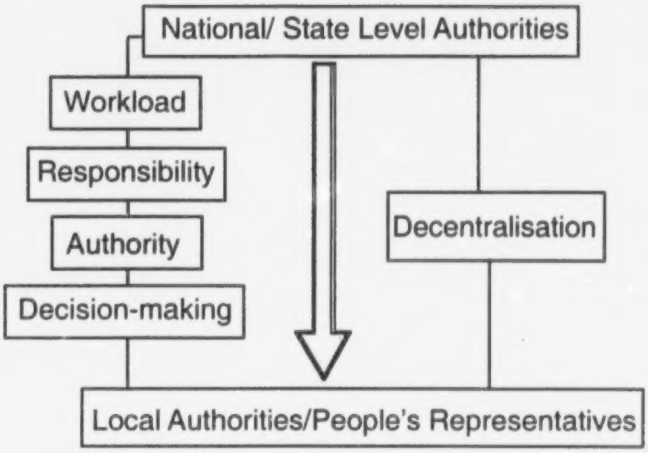

National/ State Level Authorities
Workload
Responsibility
Authority
Decision-making
Decentralisation
Local Authorities/People's Representatives

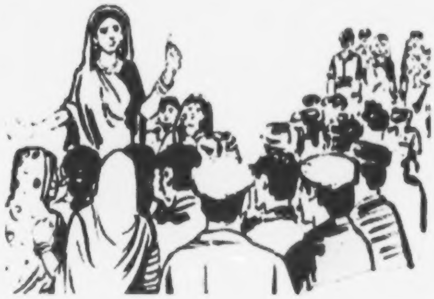
family planning, health and sanitation, social services, etc. – are better placed for mobilising public opinion and local resources. In order to support your argument, you may cite several examples where community leaders, woman activists, dedicated and committed public representatives such as members of parliament provided leadership and guidance for literacy and continuing education programmes. Likewise, as the LG representative, you may play a very important role by way of sensitising and creating awareness in the community for promoting literacy and basic education programmes.

5. ROLES OF LGR

By now you have realised that as the representative of a democratic entity such as the local government, your role becomes crucial in the development of your community. This being the case, you may be required to discharge a large number of responsibilities for your community. Among other responsibilities, the most important ones include continuous improvement of the socio-economic condition of people and sustainable development of your area. As a result, you have to think carefully when you plan and implement development and welfare programmes and activities in your area.

Activity 2.5

Objective: To understand and relate the concept of community mobilisation.



Village Hashara is located in a remote area of Nepal. One of the major problems faced by the villagers is that there is no road. As a facilitator, how would you plan to help the village construct a road?

The different options are:

Organise the community into a work force that will build the road themselves.

Contact the concerned development department

Raise funds for the construction of the road.

Any other options ______________________

____

Which people are influential in your village, people who can work for the community or those who can mobilise the community? Identify and list.

A properly conceived and thought-out education programme initiated by you will have lasting impact if it has social acceptability as well as community involvement and participation.

Your responsibility also lies in motivating people, mobilising community support and using their services effectively and optimally. You will meet with greater success if you concentrate as much as possible on the participation of girls and women, ethnic minorities, socially marginalised and disadvantaged population groups. Similarly, you should also mobilise several agencies and individuals in your community for financial and material contributions. While doing so, you should always ensure a constant monitoring of NFE programmes and take necessary corrective measures, whenever required, for the successful implementation of your programmes. This requires regular interaction and dialogue with elderly and influential people of your community.

By now you may have realised that you have several important responsibilities. Some of the core responsibilities are listed in the table given on the opposite page. You are not simply a locally elected political leader but looked at by the community as a planner, decision-maker, manager, motivator, resource mobiliser, monitor and evaluator. Let us see your responsibilities in each of these specific areas.

LGRs Responsibilities and Tasks in NFE

Responsibility as	Tasks to be performed
Planner	1. Setting the goals and objectives by identifying the needs of the community from the information collected through the survey; 2. Designing detailed organisational structure, methods and resources to achieve the stated goals.
Decision-Maker	1. Choosing from among the array of promising alternatives those solutions which seem to best meet the requirements set for the achievement of goals and objectives.
Manager	1. Giving others vision and the opportunity to perform their jobs effectively; 2. Accepting personal accountability for achieving established measurable results.
Motivator	1. Sensitising people about the importance of education; 2. Persuading them for active involvement and participation in community programmes.
Community Mobiliser	1. Exploring all kind of possibilities for physical, human, and material resources locally, nationally, and if possible, internationally for development programmes.
Monitor & Evaluator	1. Checking a programme regularly to find out how far it is implementing according to initial plan; 2. Providing profiles of activities at the implementation level; 3. Building a self-healing corrective feedback system and a built-in audit plan for assessing terminal results.

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Planner

First of all, you are a planner. Thus, your community expects from you systematic planning and implementation of development programmes and activities and adequate resource allocation for these activities. All local governments hold meetings for planning in which resources are also allocated for different activities. For instance, you could hold a meeting to build a dam or construct a road. Your responsibility is to see that basic education remains a priority issue in all such meetings. On the basis of information gathered from the surveys of your area, you can convince your district-level administrators and other members to understand the importance of this cause.

As a planner, you should always try to plan your activity in such a way that education becomes available to all those who are ready to learn. Special programmes and activities should be designed for meeting the learning needs of the socially marginalised and disadvantaged groups such as girls and women, ethnic minorities and tribes, and for those living in hard-to-reach areas.

Planning tells us:

- What to do?
- Who will do it?
- Where to do it?
- When to do it?
- Why to do it?
- How to do it?

Activity 2.6

Objective: To examine whether the special needs of women and girls are being met.

Are there any programmes in your area that cater only to women?

____

____

Speak to 10 women attending literacy programmes?
List their opinions/suggestions for improving the programme.

____

____

____

____

____

What could be the specific needs of women regarding literacy programmes? Identify some.

_____Flexible timings_______________

____

____

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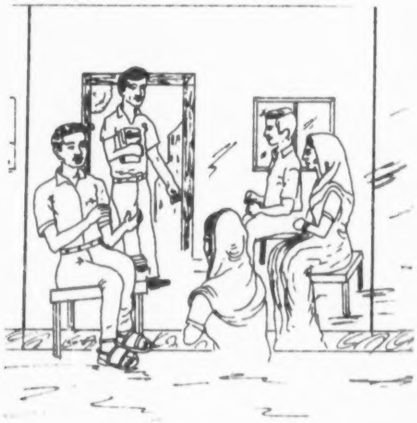
____

____

Motivator

Here is a role in which you can really demonstrate your interest, commitment and involvement with the community. People often come to seek your advice and guidance. They listen to your wisdom. You also have the strong support of the majority of people who have elected you as the leader of the community. Your task is, therefore, to harness the maximum potential of these people for the promotion of basic education. It is also important for you to set an example of excellence and keep updating your knowledge and skills. As the motivator, you will be required to perform the following important tasks:

- Persuade and convince non-literates to enrol in literacy classes.
- Recognise and appreciate the efforts of the volunteers, teachers, elders for their contributions to the development of education in the area.
- Encourage and organise meetings and visits for sharing each other's experience.
- Encourage all kinds of contributions and resources from the community for basic education.
- Organise different kinds of extra-curricular activities such as dramas, puppet shows, and religious fetes for sustaining the community's motivation and interest in basic education programmes.

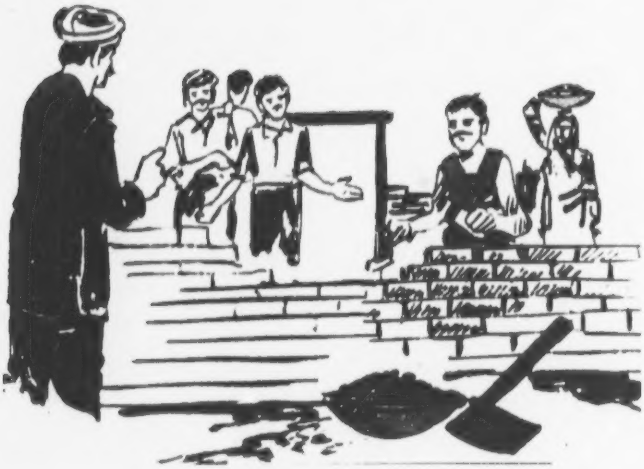


An LGR motivating people

Community Mobiliser

This is the area where you have to play a critical and determinant role. For instance, you have to ensure regular meetings, discussions with and involvement of as many people as possible for the basic education programme in the area. Some of the ways in which you can involve the community are by:

- Establishing important committees for certain special activities such as those for girls' and women's education.
- Undertaking environment building and extra-curricular activities such as cultural programmes, religious festivals, literacy walks, door-to-door contact programme, etc.
- Including education as an agenda in general public meetings and rallies.
- Organising weekly/monthly general meetings with community members.

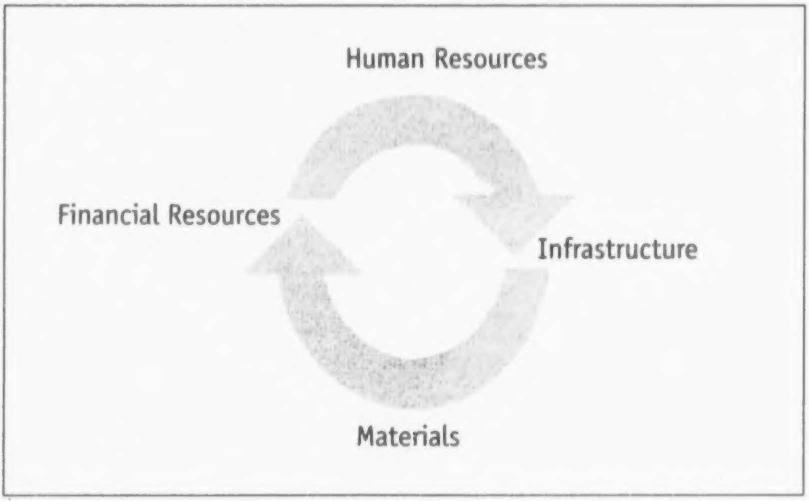


Resource Mobiliser

Every LSG has different kinds of material, physical, human and financial resources at its disposal for the successful implementation of its development programmes. You may use these resources for the development of your community. While doing so, you would certainly like to involve other sectors engaged in development activities in your area. For seeking their cooperation and participation, you should always try to emphasise the following:

- *Coordination:* bringing people and organisations together for smoother functioning.
- *Convergence:* developing inter-sectoral linkages on certain critical issues.
- *Integration:* involving people and organisations totally in development activities.

The ultimate objective of all government departments and agencies is to ensure the development of your area. In planning your programmes and activities, you should always try to see that the limited resources are used fully and productively. In other words, for the benefit of your community you should try to avoid wastage and misuse of resources.



Tapping several resources

Case Study : India

Influencing LGRs

During the literacy campaign of Dakshina Kannada district of Karnataka state, a large number of LGs did not show much interest. They kept themselves away from the campaign. Subsequently, the district education offices organised several orientation camps for motivating and involving LGs in the literacy campaign. One of the important features of these camps was the sensitisation and face-to-face dialogues with LG representatives. During these camps, LG representatives were told how they could exploit the campaign to work directly with the community. They were also told that such meetings were equally important for building community confidence and faith and for their re-election as community representatives. This argument had a serious influence on them and many of them took up the campaign seriously. For motivating the community members, LGRs organised the following activities:

- Environment building
- Identification of volunteer, facilitators and teachers
- Motivation building
- Training
- Supervision and monitoring of literacy centres
- Learners' motivation
- Direct contact with learners.

All LGs earmarked and kept reserves of funds for providing additional facilities related to literacy programmes. They included:

- Lighting
- Additional exercise-books
- Additional pencils, pens and slates
- Blackboards

Several Mandal Panchayats (sub-district LG) awarded prizes and medals for the best LGRs.

Activity 2.7

Objective: To provide a guide to identifying resources.

Can you identify some resources in your village?

Human resources ____________________

Financial resources

____

Infrastructure

____

Materials

____

Any other

____

Are these resources being used to further literacy?

____

____

List some ways to optimise these resources.

____

____

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____

Case Study : Thailand

A Community Rises

In every dry season, people of Nakon Nayok province, Ban Na district and Kao Perm sub-district were victims of severe drought. During the dry season, they were unemployed, under-nourished and their health status was very poor. With the help of the functional literacy programme organised by LSGs in these areas, several group discussions were organised for solving the drought situation. The community found the solution in Khao Noi River, which used to get inundated during the monsoon season.

The community agreed to contribute voluntary labour and material support to construct a small reservoir for protecting themselves from the vagaries of floods on the one hand and for irrigating their fields on the other. The LSG prepared the plan and with the commitment and involvement of villagers succeeded in constructing the reservoir in less than three months. The representative of the LSG negotiated with government officials and sought a financial contribution of Baht 274,900 for the reservoir. In addition to free labour, each community member donated 75 Baht from their lunches. The reservoir covers an area of 1,500 acres and can store water for meeting the community needs for one year. More than 96 families are benefiting from the reservoir.

Also, the LSG has been helping the community in organising several non-formal and continuing education programmes. It has integrated income-generating courses such as fruits and vegetable plantation, mushroom growing, fish raising and other small-scale entrepreneurial and vocational skill development into the literacy programmes. The villagers are highly satisfied and happy and now enjoy a better standard of life.

Decision Maker

You will notice that on several occasions programmes cannot be started or are delayed mainly due to the inability of LSGs to take timely decisions. You should, therefore, take decisions at the proper stage and time. However, before taking any decision, it is important for you to follow a democratic and participatory approach, i.e. involve all the concerned people. Only then will your decision have the strong support of other members of the community. The involvement of several people will also help you to implement your decision. You should always keep in mind that any decision taken by a group of people will certainly be better than one taken by an independent individual.

Another important reason why decisions are not quickly implemented is that there is a lot of paperwork at various levels of administration. This involves considerable delays. Taking a decision at the appropriate time should be an important consideration. Often decisions are delayed because no one wants to take the responsibility of the decision being right or wrong. While taking a decision, you should always ensure that your decision is:

- Firm, time-bound and result oriented.
- Based on democratic participation and involvement of local people.
- Based on strong political commitment.
- Based within the framework of current rules and regulations.
- Free from any biased feeling with regard to caste, religion, etc.

Case Study : China

Empowering Woman Farmers

In China, local self-government refers to county level administration. The LGs have the authority to establish their own laws for the development of the community. They also have the power to allocate financial and human resources for education. They are primarily responsible for implementing national policy and monitoring the universal 9-year compulsory education programme and the eradication of illiteracy.

A prefecture is an administrative region and consists of a cluster of communes. This example of functional literacy programme from Zhangye prefecture in the western province of Cansu demonstrates the role the LG has been playing in promoting educational activities for the improvement of the socio-economic status of its community members. Zhangye prefecture is primarily agro-based and women account for 76 per cent of the total labour force. Since 1994, the prefecture administration has been coordinating several integrated rural development programmes and activities. Primary and secondary schools within the prefecture have been mobilised to provide literacy and income-generation programmes for women. For this specific purpose, six specialised secondary schools have been identified for moderating the curricula, ensuring enrolment and retention in literacy and continuing education programmes. These centres are also providing relevant and need-based hands-on training to cater to the educational needs of the community. Formal vocational training centres have been set up for providing pre-service programmes to secondary school leavers.

In addition to grassroots initiatives, such as community-based income generating courses, technical associations meetings and operation of non-formal training institutions, the LG has mobilised 95 per cent participation of the total community households in various continuing education activities. More than 300,000 farmers are covered annually under these programmes.

Nearly 200,000 farmers have acquired mastery over one or two income-generation skills and more than 90 per cent households now have at least one expert in such skills. Women farmers are becoming increasingly enterprising. As such, large number of women farmers have been empowered and their income has increased substantially.

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Monitor and Evaluator

The overall aim of monitoring a programme or activity is to ensure that the programme or activity is operational and implemented according to the plan. Your task is to ensure presence of all factors and availability of necessary resources in the field that lead to success of the programme. Similarly, for evaluating a programme, you have to develop a systematic process of collecting and analysing data in order to determine whether and to what degree objectives have been or are being achieved.

The main task at hand is to assess whether NFE programmes have some process of monitoring and evaluation. Is the monitoring and evaluation conducted by an outside agency? What are the results so far? Are these being fed back into the programme to improve content and delivery?

EXERCISE 2.3

1. What are the different ways of motivating and mobilising? Discuss.
2. Can you identify, from your community, people similar to those presented in the case studies?

TRAINER'S GUIDE

In this unit, there are three sessions that emphasise the responsibilities of local government representatives in achieving 'education for all'. Session 1 seeks to explain education systems and clarify the terms 'formal' and 'non-formal' education and differences between the two. Session 2 dwells on the importance of local level planning and management for successful programmes. Session 3 highlights the role of the LGRs and draws their attention to their own potential.

All three sessions are expected to inspire and motivate LGRs to participate in literacy programmes at various levels. A brief outline is provided in the training plan.

Training Plan

S no	Title	Contents	Method	Time
1.	Concepts of formal and non-formal education	i) Meaning of formal and non-formal education	Question-answer	30 min.
		ii) The differences between formal and non-formal programmes	Group work	60 min.
		iii) Changing view of education	Discussion Plenary	60 min.
2.	Education as a responsibility of LGRs	i) Do you consider education as your responsibility (R-2.1)	Question-answer	30 min.
		ii) Objectives of non-formal education	Lecture Group work	60 min.
		iii) Examples of successful NFE programmes	Case study Group work Plenary	1 hr. 30 min.
3.	Role of LGRs	i) Strengths and weaknesses of LGRs	Activity Open group	30 min.
		ii) Creating awareness of education and its benefits (R-2.2)	Game Open group	60 min.
		iii) Utilising resources for education and development	Case study Group work Plenary	1 hr. 30 min.

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Session 1

Concepts of formal and non-formal education

Objectives

By the end of the session, participants will be able to:

≠ explain the meaning of formal and non-formal education.

≠ understand and discuss the differences between formal and non-formal programmes.

2 hrs. 30 min.

Getting Ready

Read and understand the given contents carefully to develop conceptual clarity about the subject. Make your own notes before taking the session or simply use this manual on the spot. Prepare charts if there is a need.

How to Proceed:

Part I

Meaning of formal and non-formal education

Step-I:

Share the session title and objectives either by writing on the blackboard or with the help of the chart already prepared by you.

Step-II:

Explain the meaning of formal and non-formal education, write related keywords on the blackboard/ chart.

Step-II:	Open the question-answer discussion by asking the group, as to which category does adult education fall under. Try and see that all participants take part.
Part II	Differences between formal and non-formal education programmes
Step-I:	Divide the learners into groups of five and ask them to write the differences between formal and non-formal education.
Step-II:	Let the groups write down the points of discussion and report back.
Step-III:	Discuss the points presented by each group.
Part III	Changing view of education
Step-I:	Present Figure 1 in the Module on the changing view of education (prepare the chart beforehand).
Step-II:	Let the group discuss the figure and note down important points. Sum up the session.

Session 2

Education as a responsibility of LGRs

Objectives

By the end of the session participants will be able to:

≠ explain the responsibility of LGRs.

≠ understand and explain the objectives of non-formal education.

≠ get an idea of the various roles that LGRs can play in promoting education in their areas.

3 hrs.

Getting Ready

Read and understand the given contents carefully to develop conceptual clarity about the subject. Make your own notes before taking the session or simply use this manual on the spot. Prepare charts if there is a need.

How to Proceed:

Part I

Do you consider education as your responsibility?

Step-I:

Open the session by asking the participants if they consider education as their responsibility. Resource material R-2.1 can be discussed here.

Step-II:

Taking a cue from the responses, introduce the concept of decentralisation.

Part II — Objectives of non-formal education.

Step-I: Explain the importance of local level planning and management, and the objectives of non-formal education in this context.

Step-II: Divide the learners into groups of five and ask them to prepare an outline of objectives which they consider appropriate for their areas of work. Check the output of the group work.

Step-III: Let the groups write down the points of discussion and report back.

Part-III — Examples of successful NFE programmes

Step-I: Provide the participants with copies of the case studies from India and China given in this Module and let them read it quietly for 5-10 minutes.

Step-II: Divide the learners into groups so that they can discuss the case studies and come up with innovative ideas.

Step-III: Let each group propose their ideas in the plenary. Sum up the session.

Session 3

Role of LGRs

Objectives

By the end of the session participants will be able to:

≠ understand the role of LGRs, and assess their strengths and weaknesses.

≠ the benefits of non-formal education.

≠ how to utilise resources for education and development.

3 hrs.

Getting Ready

Read and understand the given contents carefully to develop conceptual clarity about the subject. Make your own notes before taking the session or simply use this manual on the spot. Prepare charts if there is a need.

How to Proceed:

The trainer would need to highlight the role of the LGRs and draw their attention to their own potential. Different activities can be planned for achieving this objective. These activities can be based on local specifications. For example, the Ying Yang approach can be used in the Chinese context to emphasis the strengths and weaknesses of the LGRs.

Part I — Strengths and weaknesses of LGRs

Step-I: Share the session title and objectives either by writing on the blackboard or with the help of the chart already prepared by you.

Step-II: The participants are divided into 6-8 groups.

Step-III: They draw the Ying-Yang symbol and fill up the Ying portion with weaknesses and the Yang portion with their strengths.

Step-IV: This is followed by an open group discussion on ways to convert weaknesses into strengths.

Part II — To draw the attention of the community to education and its benefits

Step-I: The participants can be asked to play a game, the theme of which could be a public meeting.

Step-II: Chits can be drawn on different issues such as child marriage, drought in the area, lack of school buildings, religious functions, etc. The chits are placed in a bowl and each LGR picks up one chit.

Step-III: Each LGR has to speak for two minutes on the topic given in the chit - the condition being that the talk should include a component on education. Resource material R-2.2 can be used to widen the discussion.

Part III Utilising resources for education and development

Step-I: Utilising resources for education and development adequately is often crucial to the success of the programme. This can be explained by presenting the case study of Thailand from the module and then discussing relevant aspects.

Step-II: The participants can be divided into groups and this case study can be given to each group. A specified time can be given to the participants to discuss the study and to suggest plausible solutions.

Step-III: Each group should make a presentation and this should be followed by discussion.

Resource Material R-2.1

Local and Political Leadership

Local government representatives and functionaries can help and support in addressing the problem of out-of-school children. Their vigilance over the school system, their involvement in the quality of teaching and other services, their pressure on parents – all play a big role in school enrolment and reduction in the dropout rate.

The general inference that emerges from the seven country studies* is that a strong involvement of local government leadership is lacking in the area of primary schooling in general, and in the issue of out-of-school children in particular. This is indeed unfortunate. Much work needs to be done by local representatives so as to ensure:

- A reversal of parental attitudes to children's, especially girls' education;
- Close supervision of the school system so as to ensure quality;
- Maintenance of a close watch on teacher-functions so as to ensure regularity and punctuality; and
- The generation of a strong demand to improve school infrastructure

Responses indicated that the steps that could be taken by local elected bodies to improve the school system included:

- Meeting guardians regularly to motivate them;
- Supervising the quality of the school system;
- Helping in the upkeep and maintenance of school infrastructure; and
- Keeping regular contact with the local education officials.

** Reaching the Unreached – Innovative strategies for providing out-of-school children with access to basic education. A seven nation synthesised study. UNESCO-PROAP. September 1999*

Resource Material R-2.2

Involvement of people's representatives in literacy programmes – some examples

- The Sarpanch (village headperson) in Lingnoor in India made his jeep available free of cost to visit literacy classes located far away from the main village.
- The flour mill owner who was also the elected representative of Kumbhari, India, spontaneously declared that he would not grind the grains of adult learners who did not attend literacy classes regularly.

Literacy for all

Some more ways to promote literacy:

- The people's representatives can make their resources available for literacy.
- They can serve as a pressure group and convince government officials to work for literacy and development in their areas.
- During their public meetings and addresses, they can encourage people to enrol for literacy classes.
- During planning meetings of the village, greater funds can be allocated for literacy.
- They can present the problems and issues concerning the village at higher levels.

Resource Material R-2.3
Role of Local Government in Education for All

S.	Objective	Activity	Role of LSG
1.	**Universal enrolment of Children**		
1.1	To collect village level information for planning	Conduct village level surveys	• Consitute a task force/ working group. 3-4 LGRs who are responsible for education may be the members of this group. Head/ Assistant teacher of the school and at least one female LGR should also be the member of this committee. • This working group may conduct a house to house survey in the catchment area of each primary school. • Village Education Committee (VEC) may coordinate this activity.
1.2	• To enrol all children in primary school • To take special care for girls enrolment and enrolment of children of backward classes.	Conduct Special Enrolment drives to ensure that all children especially girls and children belonging to backward classes are enrolled in primary schools or in NFE centres	• Meeting with parents/ guardians to motivate them to enroll their children in primary schools/NFE centre, women member of the task force may be more effective in creating awareness about girls education. • Vigorous Campaigning to creat awareness and mobilise support/ create environment to make the programme a peoples movement.

2. Universal Retention and Achievement		
2.1 • To improve retention of students/girls/ back-ward class children • Better achievement	• Provide incentives to the students • Supply free text books • Supply school uniform free of cost to the girls/ backward class children • Stipend to some needy children/girls/backward class children	• LGR may be in touch with the District Office of Education to see that text books reach the students on time • The VEC & LSG to ensure that these benefits reach students on time.
2.2 • Improvement in attendance in school and reduce drop-outs	• Cultural programmes • Special attention to the students who are weak in studies. • Arrangement of educational exursions. • Honoring students who have best behaviour, attendance, cleanliness.	• LGR will have to make special efforts to mobilise local resoures to supplement government funds.
• Facilitating physical development in children	• Arrangement of sports and cultural activities • Supply of mid day meal • Arranging health check-up for students.	• Elderly women and mothers of students may be involved in the preparation and distribution of mid day meal. • Sports, game and cultural activities may be arranged by LG support. It may also provide space for play ground. • The LGRs specially responsible for education facilitate these activites and ensure implementation of these activities by the school.

3. Infrastructure Building & Utilisation		
3.1 Access of girls/unreached children to school • Expanding and strengthening infrastructure facilities to meet above objectives,	• Expanding and strengthening of infrastructure facilities • Separate school may be started in the area where number of unenrolled girls is high. • New school may be set up in the in the area where children are not able to attend school due to natural barriers like forests, lake, river etc.	• To provide facilities for setting up new schools on priority basis. • The educational plans may be discussed with the district and state level education authorities. • LGR may mobolise locally available material in terms of cash/kind/labour and also use funds of development schemes.
3.2 Improvement in infrastructure leading to retention and, enrolment of girls.	• Arranging classes in shifts Repair/reconstruction of existing school building • Provide toilet facilities • Provide facilities for games and cultural activities	• Facilitating setting up new primary schools in the area as per norm and priority with emphasis on schools. Enrolment of girls. Also mobolise resources locally in terms of cash/materials/labour and also use other funds out of development schemes as may be available • LG shall assess through the survey whether facilities for schooling provided by the existing schools in the area are being fully utilised. • LG to mobilise local resources for the activity and make use of the District Plan Funds and LG Funds if any earmarked for the purpose.

		• There may be many schemes in operation in the state for providing health facilities and drinking water in the rural areas. Such resources should be tapped to provide latrines and drinking water facilities.
4. Improvement in teaching learning process Make teaching / learning processes more interesting and effective	• Provide teaching learning equipment like black board, chalk, maps, science equipment av-aids • Recruitment of teachers/ re-employment of teachers to be facilitated. • Ensure regular attendance of teachers. • Special coaching for slow learners.	• Mobilise government funds for purchase of materials. • Volunteers to be mobilised to monitor the programme.
5. Alternate Channels • Effective access to schooling through alternative channels to formal schools Better access to primary education for girls	• Setting up NFE centres especially where no primary school could be set up.	• LG, with the help of education officials and local NGOs may set up such NFE centres. Campaign should get the unenrolled or dropouts to join the centres • Children of very poor families are unable to join schools due to economic reasons. LG may identify such families and bring them under poverty alleviation schemes.

6. **Adult Education Programme** • Literacy Campaign and NFE programmes	• Develop mass awareness for the spread of literacy • Identify and enlist non-literates and non-school going children by conducting survey/ participatory rural appraisal. • Selection and training of facilitators and other functionaries and starting of literacy and NFE classes • Supply of teaching learning material, monitoring and evaluation	• LGRs to participate in the campaign. They may prepare their area-wise plans and programmes for literacy and NFE programmes and combine their efforts with that of existing programme or start new programmes. • Working group to be formed for the purpose or help existing NGO in conducting survey. • LGRs to guide and support existing programme/NGO in completing these preparatory activities. • The members of working group to visit literacy and NFE centres to create a sense of priority and urgency amongst lower level functionaries. • LGRs to have address of agencies who may provide the curriculum for various type of NFE Programme. • Task force to ensure that material reaches the classes on time. • Monitor the proper utilisation of material. • LGRs or its Task Force to regularly visit the classes to provide guidance and support as per need. • Help in internal evaluation of learners by providing space stationary and other facilities like printing of test paper.

Terms used in this Module

Adult Education refers to organised education whereby persons regarded as adults by the society improve their technical or professional qualifications and enrich their knowledge with their purpose: a) to complete a level of formal education; b) to acquire knowledge and skills in a new field; or c) to refresh or update their knowledge in a particular field.

Disadvantaged Groups are people who, for one reason or another, have not been able to enjoy the same benefits as the majority of other people in their country.

Formal Education refers to intentionally organised full-time learning events with regular fixed duration and schedule, structured hierarchy with chronological succession of levels and grades, admission requirements, and formal registration, catering mainly to population of 5 to 25 years old, which are held within established educational institutions, and using pre-determined pedagogical organisations, contents, methods and teaching-learning materials.

Local Self-Government is an administrative unit comprising the elected community members who are responsible for the overall development of the community and the well being of its members.

Non-Formal Education (NFE) refers to organised and sustained education activities that do not correspond exactly to the above definition of formal education. Non-formal education may take place both within and outside educational institutions, and may cater to persons of all ages. Depending on country contexts, it may cover education programmes to impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture.

MODULE 3

Supporting Non-Formal Education Programmes

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MODULE 3

Supporting Non-Formal Education Programmes

GUIDING QUESTIONS FOR THIS MODULE

Please discuss the following:

1. Who are the learners in the literacy programme in your community and what are their socio-economic characteristics?
2. How would you collect information about literacy programmes in your area?
3. Do you think it is necessary that people outside the basic education system should be identified, and efforts made to see that they attain basic literacy levels?
4. What do you understand by networking?
5. How can you encourage other stake-holders to participate in NFE?

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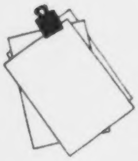

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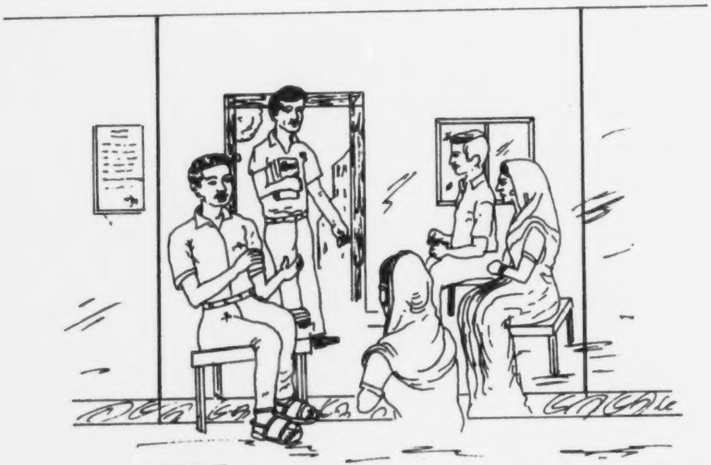
1. OVERVIEW

Education can change one's aspiration and improve the quality of life of people who have earlier been denied this basic human right. Within this context, the local government representative can be the core agent of change in the community.

Since he/she is an elected community representative with several responsibilities, it is common practice that several members of your community come to him/her to discuss their genuine problems. The purpose of these meetings is to seek practical solutions for their problems. Sometimes you can provide readymade solutions for some problems whereas on other occasions either you may not have immediate answer and so you have to find possible and reasonable solutions.

Similarly, you may also encounter a problem for which it is hard for you to find a readymade solution. You may wish to discuss this with other people. You may or may not be happy with their diverse opinions. In other words, you may or may not accept a given solution as each one looks at the problem and its answer in his/her own way. However convincing the solution may be, yet no one can give you full assurance of its applicability



and effectiveness. It is also possible that you would like to solve the problem in your own style. Perhaps some people may not like your idea. They may criticise you. You may worry about this as your intentions are fair and the programme is in the interest of the entire community.

For enabling you to take a decision in a situation such as this, it is necessary for you to find out and prepare an inventory of different programmes currently implemented in your area. This inventory will help you considerably in the systematic planning of your activities. Once you have prepared this, you will certainly find yourself in a state where you can decide precisely how to implement your programme and accomplish your responsibilities and ensure sustained support for these programmes.

This Module aims at providing guidelines for LGRs on the planning and management of NFE programmes. First, it discusses how to identify and assess existing NFE programmes, followed by the identification of learning groups and the types of NFE programmes. The numerous case studies have been carefully selected to illustrate concepts and provide ideas that facilitate literacy programmes.

OBJECTIVES

After a thorough and careful reading of this module, you would be able to understand:

- How to identify and assess existing NFE programmes;
- The various types of NFE programmes and target groups;
- The importance of planning for literacy programmes;
- How to go about initiating new NFE programmes;
- How to mobilise resources for NFE programme;
- The steps involved in implementing a programme; and
- How to monitor the programme.

2. WHAT ARE THE EXISTING PROGRAMMES

Your first task here is to find out all kinds of details about the education programmes and activities currently implemented and planned for the community. You can collect this information through different means and from different sources. One way of doing this is to identify some qualified people for this job. Another way is to carefully read several official documents and records of your area and extract the relevant information. You may also get valuable information by organising discussions with peer groups such as elderly people, teachers, NGO representatives and former learners. While doing so you should make sure that all your efforts are directed toward the collection of reliable information. Information such as this will provide you a basis for rational thinking and decision-making.

A practical method that you can use, for example, is to conduct a door-to-door survey (household survey). This is, however, a very time consuming exercise and you cannot do it by yourself. The task should, therefore, be shared with the specific people who know the community and have at least some basic background and knowledge of techniques of organising community surveys. Informal interviews of people involved in the programme will also help. This is not a difficult task. You may easily identify such people in your community through your past experience and informal discussions and meetings. Such meetings will also provide you an opportunity to know more views and opinions about the programmes.

EXERCISE 3.1

1. What is the need to find out about existing programmes in your community?
2. What is the need to collect data/information on different NFE programmes of the community?
3. Can you describe some of the participatory methods you will use to collect information?

What to look for?

As mentioned earlier, you need to find out details on all the education programmes in your community, their current status and issues and problems in implementing these programmes. This information is very important for planning future programmes. For this, you have to formulate several questions on those aspects for which you intend to gather information. Once done, you can then discuss this with a group of teachers, elders of your area and NGO representatives for obtaining their opinions.

Information such as that sought in Activity 3.1 is vital for you, as it will help you understand your area and the programmes currently undertaken for its development. While exploring these, you will find interesting things happening in your area. For example, you will find to your surprise, that most literacy programmes in your area are run and organised by non-governmental organisations (NGOs). You may notice that the main thrust of the programmes is on the education of girls and women only, or on those children who eventually dropped out of the formal school system without completing the full course. Sometimes programmes may be area-specific.

A personal visit to the literacy centres will certainly provide you a concrete account of the state and condition of the available infrastructure and facilities. You should, however, remind yourself that as an elected representative of the community, it is your first duty to see that adequate infrastructure is in place in the centre. Your visit to the centre should not reflect that you are visiting the centre as an inspector rather as a facilitator or social worker committed to serving the community and its members.

Your visit to the centre is not just to talk to the teachers and elderly persons or to assess the actual condition of the available infrastructure. Your survey and informal conversation with people will tell you whether or not the classes are being held regularly, teachers' attendance and their attitude towards learners. It is observed that several literacy programmes have failed to yield desirable results simply because learners do not attend the full course and eventually drop out. If a situation like this prevails in your

Activity 3.1

Objective: Collecting information on existing programmes.

How many NFE programmes are there in your area?

For each programme, find out the following?

- Name of the programme

  ____

- Who organises and runs it?

  ____

- Which target groups is the programme is serving? __________
- Areas where the programme is actually operational __________
- Curriculum and teaching-learning materials being used _______

  ____

- What is the nature and status of the available infrastructure for the programme (classrooms, blackboards, literacy primers and guides, etc.)? ______________________
- Who provides money to run the programme? ______________

Do you think collecting this information will be useful? Why?

____

____

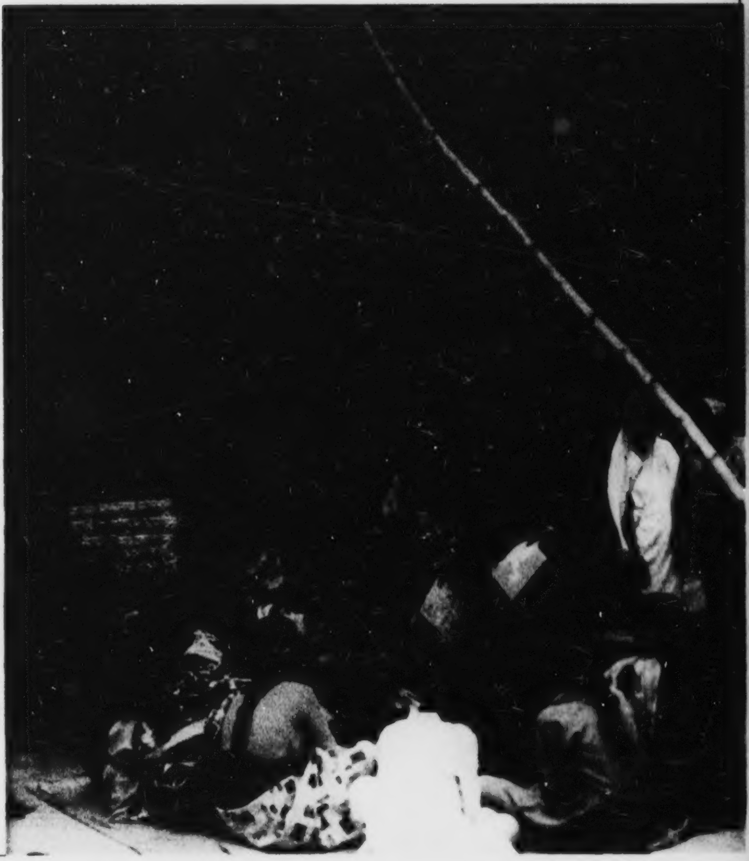
____

area, your task would be to carefully explore and examine during your visits the reasons for dropout and some possible solutions.

You may also encounter a situation where learning materials do not reach the centre in time. In some cases (not in Nepal and China), even if the materials do reach the centre, they are not distributed to the learners but surprisingly sold openly in the market at very high prices. Your responsibility is, therefore, to investigate and find out whether or not the system is working efficiently. If you are already doing this, you are doing a marvellous and commendable job.

While visiting the NFE centres you may like to observe:

- *Are classes held regularly?*
- *Are learners attending these classes? Is there sufficient number of learners?*
- *Are teachers taking classes regularly and helping learners to understand their day-to-day problems?*
- *Is there women participation in the programme?*
- *Are literacy primers and supplementary readers printed and supplied in sufficient numbers during the programme implementation?*
- *Who is paying and for what?*
- *Is there regular monitoring and supervision of the programme? Who does it?*



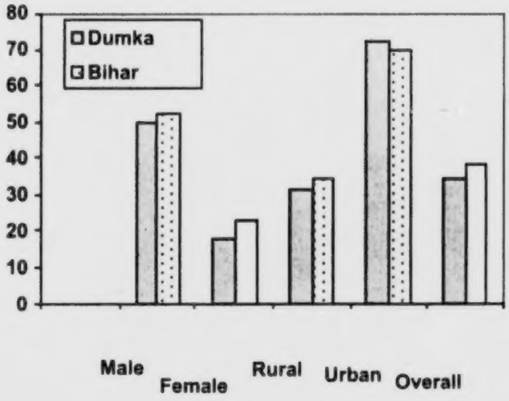
How to assess the current status?

Once you have collected the necessary information on several education programmes and activities, the next task for you is to analyse the current status of the programmes and activities on the basis of this information. This analysis will assist you in understanding the current situation of education programmes. It will also provide you some indications for your interventions for making these programmes more participatory and efficient. For example, if your data point to wide differences in the participation rates of boys and girls in the school, some corrective measures are necessary. However, for facilitating a clear understanding of the status of education programmes in the area, simple graphs and tables should be prepared and displayed in each centre. These graphs and tables (see example below) can be the basis of your discussion with the community members on several issues and their corresponding solutions.

Use as examples—Dumka, Bihar, India

(Source: Census 1991, Registrar General of India)

Literacy Rates 1991 (in %)	Dumka	Bihar
Male	49.3	52.5
Female	17.9	22.9
Rural	31.5	33.8
Urban	71.8	69.9
Overall	34	38.5



Similar tables and graphs for other important aspects of schooling should be prepared for ready references and better understanding. An important consideration here is the need to constantly monitor the collection and analysis of information. As figures change over time, it is necessary to maintain records of new and old information.

Your next task is to look constantly for ways and means for ensuring sustained support, increased participation and effective performance of education programmes. While doing so, you should also ensure that the basic education programme should be provided to all. In fact, it is the fundamental right of all the members of your community (see R-3.1). In each programme you should encourage the participation of all community members. They should feel that it is their own programme. The feeling of ownership through their active involvement and participation will be instrumental for the success of the programme

Supporting all sections of society

EXERCISE 3.2

1. Why do you need to monitor the collection and analysis of information constantly?
2. The Philippines case study provides a powerful example of the change that education can bring to people's lives. In the course of your survey, did you come across any such moving and inspirational cases? You could record these and share them with other learners, facilitators and trainers.

Case Study : Philippines

A Tuloy Aral Success Story

"When I was in fourth year high school, my adviser bitterly told me that due to my numerous absences I may miss the chance to join our graduation. If ever I make it, it will be due to her pity." Leonila R. Espefia had to wait for 17 long years before she could finally finish her high school education. She was already 37 years old when she joined the level five group of the Tuloy Aral programme. As a single parent, she has been supporting her 12-year-old son, born of a marriage that worked only for four years. She joined the non-formal education programme with a strong desire to finish high school and get a college course. In March 1997, Leonila topped her class and received her high school diploma from the Department of Education, Culture and Sports - National Capital Region. She then joined a computer secretarial course from the Polytechnic University of the Philippines - Open University Program in Smokey Mountain Temporary Housing Site.

Leonila Espefia was born on February 15, 1960 in Smokey Mountain, Balut, Tondo, Manila. At an early age, her parents separated and her mother bore the whole responsibility of raising three siblings. It was a miserable life. As a child, she was forced to scavenge at the dumpsite to augment their family income. Later on, she was the sole breadwinner. She had to miss most of her classes to wait for the buyer to purchase her wares. It was a choice between their survival and her dream to finish her studies. Actually, she had no choice. They had to live. In 1983, she got married to a junk-shop buyer. They separated after four years. She kept their only child. She continued to scavenge and later on became a vendor of recyclable goods.

The Tuloy Aral programme did not only give her a high school diploma, a passport for secretarial course, but deeply it boosted her self-esteem and strengthened her self-confidence. It made her more aware of her inner strengths which allowed her to confront more difficult challenges in life. She still sells some recycled goods for a living. Every Saturday and Sunday, she goes to Sandiwaan Center for Learning to finish her computer secretarial course. As an entrepreneur, she plans to put up a small business at the public market to be constructed in Smokey Mountain.

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3. IDENTIFYING LEARNING GROUPS

We have seen how the local self-government (LG) has a significant role to play in ensuring the success of ongoing NFE programmes. However, LG members have also to initiate new NFE programmes in areas where such programmes do not exist. In order to do so, we need to take many steps. The first step is to:

●→ **Identify all those people in your area who have been left out by the basic education school system**

In the countries in the Asia-Pacific region generally, children in the 5-14 age group are expected to be receiving basic/primary/elementary education. Most of the countries in the region provide free and compulsory education to children in this age group. But in reality, we are still far from achieving the goal of universal elementary education. As an LGR, It is your responsibility to identify those people (both children and adults) who are left out of the basic education system, with the overall objective of initiating new NFE programmes for them.

The next question to ask is:

●→ **How should we identify all those who have been left out of basic education?**

Observational methods of gathering information are very useful and suitable for investigating characteristics (phenomena) that can be observed directly by you. However, at times, not all characteristics may be accessible to you for your direct observation. Often you will be required to collect information by asking people who have experienced certain events to construct these events for others. Your approach in this case should be to select a sample of individuals presumed to have undergone certain experiences. You have to organise a series of interviews with them for obtaining information concerning their experiences.

While collecting information, it is necessary that you follow the important steps shown in the following table.

Necessary conditions for conducting the survey		
1.	State the problems/issues	What is the issue that is to be researched?
2.	Background information	What information is readily available on it?
3.	Hypothesis	What are you trying to prove by this research?
4.	Design of the survey	How will the survey be carried out?
5.	Data collection	How will you collect the data?
6.	Data processing	How will you present the data?
7.	Data analysis and interpretation	• What have you discovered from the data? • What are the new ideas that you would like to suggest for the community? • How useful are these ideas? • Do the data support your hypothesis?

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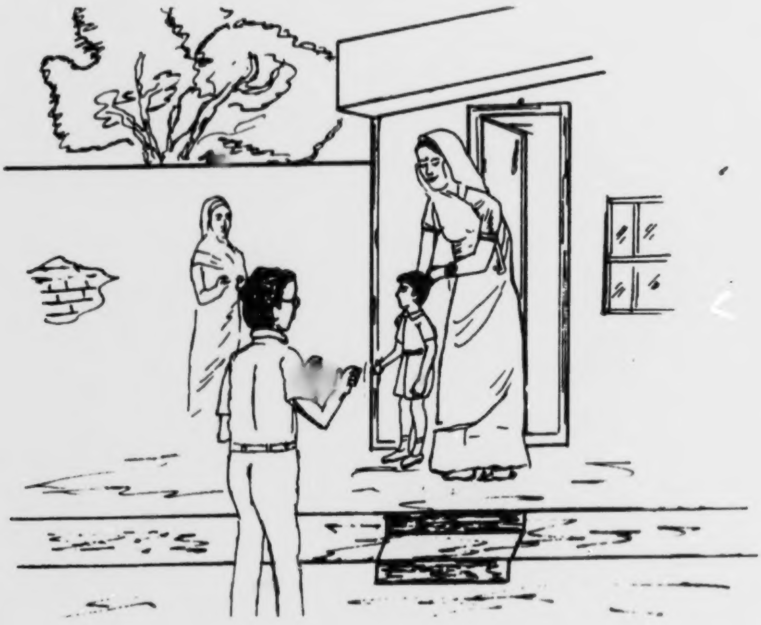
An alternative approach to gather information is to personally visit the literacy centre(s). Through such visits you can collect more recent and reliable information. Such visits will also help you know your community needs and people's aspirations before jumping to any conclusion.

Village level surveys or participatory rural appraisals should find out:

≠ The number of unenrolled children (on basis of gender, ethnicity and social status) of primary school age group (5-10 years).

≠ Number of dropouts on the basis of gender, ethnicity and social status in each household.

≠ Identify non-literates of the 11-13, and 15 plus age group.



Conducting a door-to-door survey

It is not necessary that you should personally conduct the survey. It is advisable to constitute a task force or a working group with 3-4 LG members who have the responsibility for education, and the head/assistant teacher of the primary school. The village education committee should co-ordinate this activity. At least one female LGR should be a member of this committee.

This working group shall conduct a house-to-house survey in the village or in the catchment area of the primary school after the admissions at the beginning of school year. List all the unenrolled and school dropouts in the 5-10 age group, by gender, ethnicity and social status. During the same survey, adult non-literates may also be identified.

Our next step would be to identify the reasons.

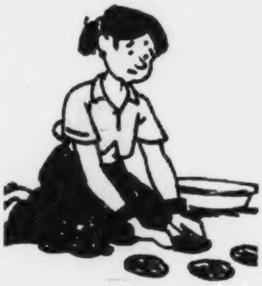
●→ Why have these people been left out of the education system?

It has been mentioned earlier that efforts are being made to achieve the goal of universal elementary education. Then why is it that some children are unable to avail themselves of the opportunity to complete primary education? Is there a dearth of schools? Or is the existing infrastructure not being used by the people for whom it has been designed.

The working group can find out the reasons why children are left out of school. Research on school dropouts has shown that in most cases, the reasons can be divided into two categories, viz:

Those related to socio-cultural and economic factors:

- Parents' apathy to children's education because of ignorance, illiteracy, superstition, lack of motivation;
- Parents' indifference due to their poverty and their expectation from the child to help directly or indirectly in family earning by tending cattle, collecting fire wood, etc.;
- Early marriage of girls
- Ill-health and malnutrition of children



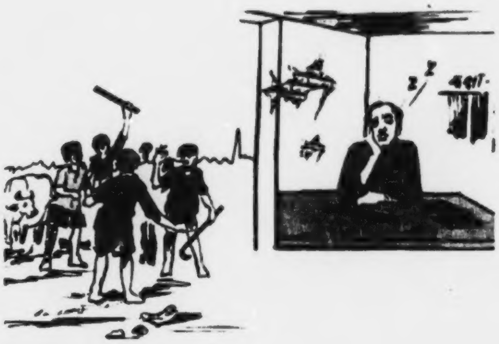
- Expectation from older girls to look after their younger siblings while the mother goes out to work or help mothers in household chores.
- Social barriers in case of girls and disadvantaged groups

Those related to the functioning of the school

- School timings do not suit the child
- Lack of adequate space/classrooms in the existing school
- Difficulties in reaching the school
- Poor school facilities for play and games
- Lack of relevant curriculum
- Lack of adequate number of teachers, specially women teachers
- Absenteeism of teachers
- Neglect of slow learners

≠ Lack of qualified teachers

≠ Lack of teaching-learning material.



EXERCISE 3.3

1. How would you identify all those who have been left out of the basic education system in your community?
2. How would you address socio-cultural and economic reasons for children being out of school? First, list the reasons in your community.

Activity 3.2

Objective: Collecting information on the functioning of an existing NFE programme.

Try to answer the following questions in respect of a literacy programme in your area/community.

≠ Are classes held regularly? ________________

≠ Are learners attending these classes? ________________

≠ What is the number of learners? ________________

≠ Are teachers/facilitators taking classes regularly? __________

≠ How many teachers/facilitators are there? ______________

≠ Are literacy primers and supplementary readers printed and supplied in sufficient numbers during the programme implementation? ____________________________

≠ What is the language of instruction? ______________

Do you think the programme is doing well. If not, how will you intervene and try to achieve better results?

____

____

____

____

____

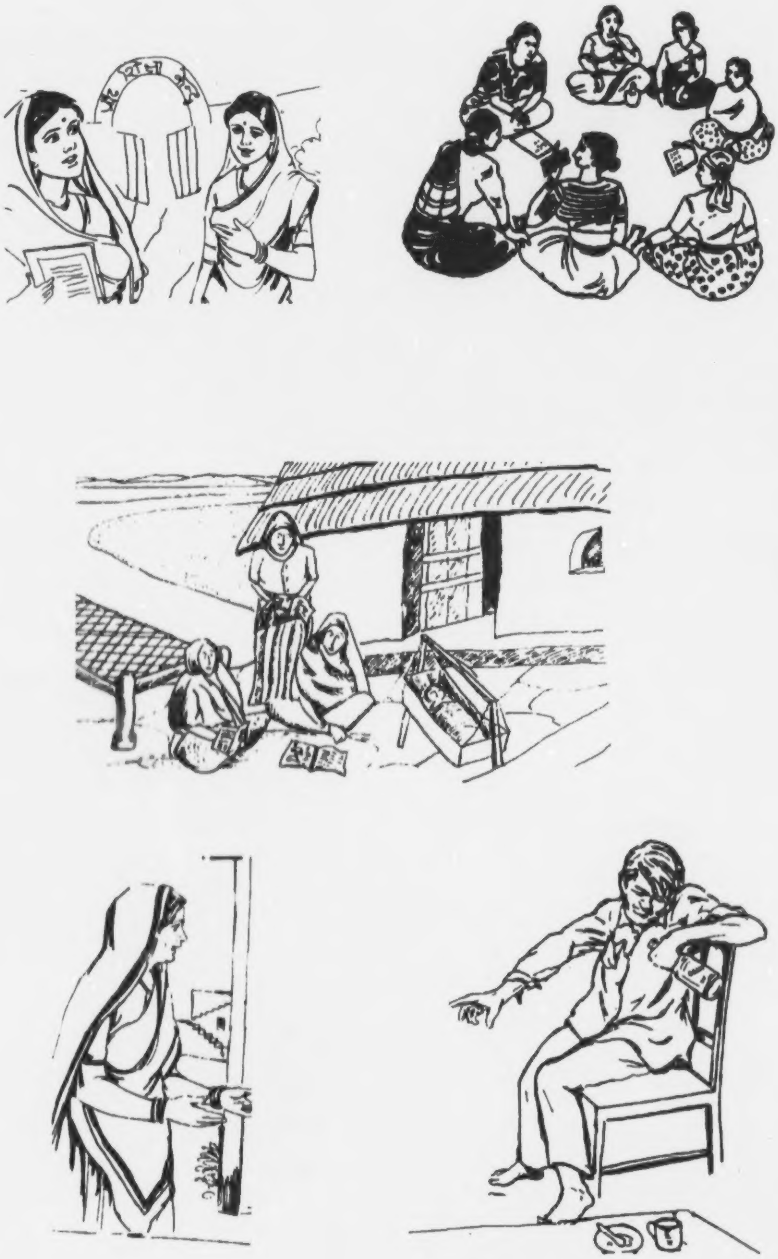
Beneficiaries

To start an NFE programme in a particular area/village, it is necessary to know for whom the programme is intended. By conducting surveys and scanning the documents and reports, the unenrolled and school dropouts (along with non-literate adults) may be identified. But to start the programme, it is necessary to know more about the potential beneficiaries. It has to be decided which group requires urgent attention and what type of programme will be suitable for a particular group.

Depending on the socio-economic and cultural situation of the area, you can consider identifying special groups on the following basis:

- Illiterates
- Working children
- Girls/Women
- Minorities
- Unemployed youth and adults
- Social groups living below the poverty line
- People in a rural development situation
- People belonging to a society which is in transition from agriculture to industry

Another problem is that such marginalised groups are unable to find an appropriate platform to address their problems. Experience shows that literacy programmes and the learning centres often emerge as a focal point for these groups. Coming together enables these groups to fight social, economic or political exploitation.

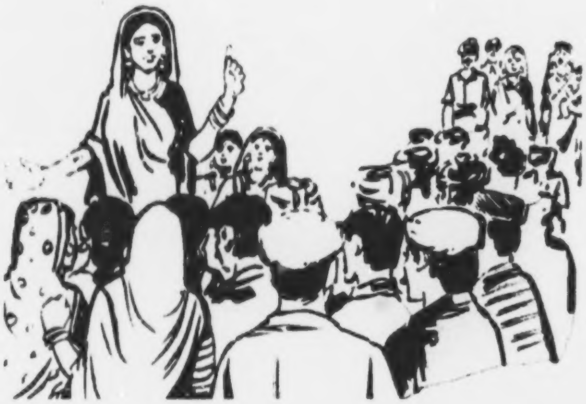


Addressing target groups

Once a clear picture of the area/village has been obtained and special groups identified, the NFE programme may be initiated. While the primary role of any NFE programme is to provide basic education, other functions such as community development, economic development, advisory services and so on must also be reflected in the programme.

Moreover, the programme must be based on the need and requirement of potential learners. A part of the difficulty in many cases is that literacy as such is not highly valued. Therefore, establishing networks of NFE with other development programmes is quite successful as seen in the case of literacy campaigns in India, China and Vietnam.

Another important way for you to get started is to associate NFE with key social movements. In many countries, there are instances where such-social movements can 'carry the crowds', especially if they are associated with ideological programmes aimed at achieving fundamental rights for the people.



It has been observed that mass literacy campaigns are most effective if literacy can be shown to be a liberating force combating inevitable discrimination and exploitation of non-literates. This means that the promise of empowerment is important while starting an NFE programme, irrespective of the type you are choosing.

Activity 3.3

Objective: To understand why and how marginalised sections need to be encouraged.

In Central Philippines, the fishing community is involved in the literacy programme. One of the activities taken up is the preservation of mangroves. They do this so that the environmental balance of the area is maintained. Like this, many other communities have been able to improve the quality of their lives and learn about better living conditions.

1. In your community/village, which are the main groups that are marginalised?
2. Why should they be encouraged to participate in the programme?
3. Name some programmes that can be planned for marginalised groups?____

   ____

   ____

4. How would you encourage marginalised sections to participate in literacy activities?

   ____

   ____

   ____

4. TYPES OF NFE PROGRAMMES

Different types of NFE programmes are being conducted in various countries in a systematic and organised manner. The NFE input is not only enhancing the pace in achieving universal elementary education among children, but it is the only mode to achieve significant literacy rates among illiterate adults. NFE is also providing access to organised courses for a wide range of special groups while they are employed in regular economic activities. UNESCO has identified the following NFE programmes for the region:

Adult Literacy Programme

The main objective is to impart literacy and numeracy skills to adults. They have to achieve minimum levels of learning in literacy identified by the particular country. Many countries like India, China, Nepal, Bangladesh and Vietnam have successfully implemented literacy campaigns for the purpose. Some countries of the region are still adopting the centre-based approach.

Programme for Out-of-School Children

Under these programmes, elementary education/skill training is provided to children who are not enrolled in schools. The age group of these children may vary from country to country.

Functional Literacy and Life-Skill Training

These programmes are designed to impart ability to function in daily life, society and in the environment. Under these programmes, along with literacy and numeracy, social awareness and functionality components are taken care of. The curriculum of such programmes is selected very carefully. Local needs and national concerns are given due importance and weightage.

Agricultural Extension & Rural Development

The main focus of these programmes is to improve agricultural practices and to promote rural development. They may also include scientific and technical know-how programmes, population related programmes, legal literacy programmes, and so on.

Continuing Education

These programmes provide an opportunity for life-long learning for neo-literates, programme completers (who have completed primary, junior and secondary schools), dropouts of primary and secondary schools, and for the entire community. Approaches adopted in continuing education depend on the levels of development of each country and its general educational system.

Distance Education Programme through Open Learning Mode

The learner upgrades his/her knowledge and skill through distance education programmes by using learning packages, which may be delivered through TV and radio or received through post in the form of printed material. Libraries and reading rooms may be established for the convenience of learners. The main beneficiaries are employed persons or students living in difficult geographical surroundings.

Vocational Training Programme for Industrial Workers

These help participants acquire or upgrade vocational skills and enable them to conduct income-generating activities. Under this programme, vocational training is delivered in a variety of contexts and is directed especially towards those people who are currently not self-sufficient, that is those persons at or below the poverty line. Administratively, there are some points in common between policies and strategies of the formal technical system and income-generation programmes within the context of continuing education.

Individual Interest Promotion Programme

These provide opportunities for individuals to participate in and learn about their chosen social, cultural, spiritual, physical and artistic interests. These may be leisure time interests such as sports or hobbies related to cognitive growth or they may cater for social needs and so on. A wide range of activities should be provided under the programme so that the diverse interests of the community are catered to.

Quality of Life Improvement Programme

These programmes aim to equip learners and the community with the essential knowledge, attitudes, values and skills to enable them to improve their quality of life as individuals and as members of the community. The main aim is to mobilise all relevant agencies, instruments and resources to ensure that all citizens have access to these activities.

Future-Oriented Programme

These provide learners, workers, professionals, regional and national community leaders, villagers, businessmen and planners new skills, knowledge and techniques to adapt themselves and their organisations to growing social and technological changes. The programme encourages the development of appropriate technology. It is important to identify local change agents and encourage their involvement in the programme. Personnel involved with this programme should be provided regular training and such material should be developed/adapted, which reflect the latest ideas. Future-oriented programmes could be provided by formal, non-formal or informal sub-sectors, but the latter has a major role.

Religious Teaching

Value-based education and literacy skills are provided by religious institutions such as churches, madarsas and monastries.

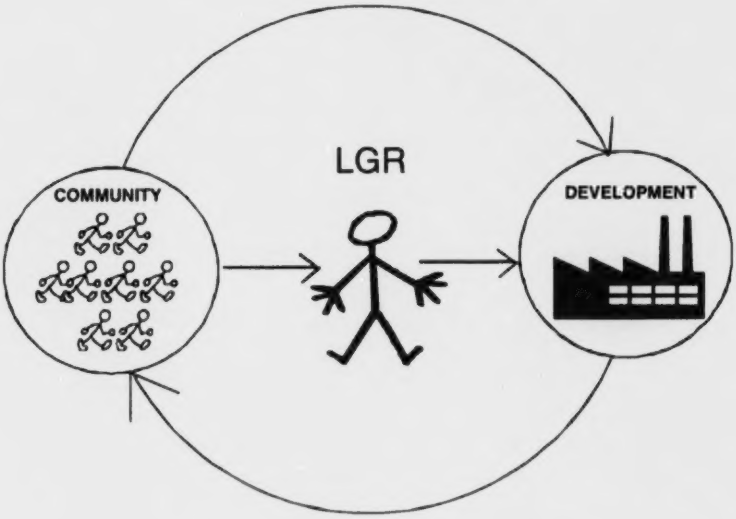
EXERCISE 3.4

1. Which NFE programmes are more effective? Please discuss.
2. What makes a programme more effective?
3. Which are the marginalised groups in your community?

What makes a successful NFE programme?

Many adult education programmes combine literacy instruction with other social objectives. China has organised 200,000 'parent schools' attached to formal schools to educate citizens about health, nutrition, child development and other matters. Indonesia has a large-scale programme to educate mothers on the care of infants.

The importance of linking literacy programmes with other developmental programmes should be given higher priority. Learners come to literacy centres for different reasons. What are these reasons? Is literacy learning alone sufficient to attract all the learners? Are the learners looking for economic benefits? Does the literacy centre help a learner to develop new skills while strengthening existing skills? Does the literacy centre give them a chance to find out about government policies and schemes? Are the literacy centres a platform for the learners to express the needs of their village?



LGRs and other facilitators can inform and guide the learners and other members of the community. The role of an LGR can be a link between the community and development programmes, through the literacy programme. We should, therefore, know about all the different development programmes such as public health, irrigation, agriculture, banking and credit facilities, small-scale industry, special schemes for women, etc.

5. PROGRAMMES FOR SPECIAL GROUPS

We have discussed the various types of NFE programmes that may be started in your community. These programmes should be selected according to the requirements of special groups such as adolescent girls, unemployed youth, or ethnic minorities. Some programmes are designed to cater to the increased demands by adults for programmes aimed at solving social problems such as creative use of leisure time. Examples of some suitable programmes for special groups are:

●→ *For Out-of-School Children*

Motivate parents/guardians of out-of-school children to send their children to the school. Also make sure that they get admitted in the school. The objective should be that all children should complete at least the basic/ primary elementary education course (duration of each course varies from country to country).

●→ *For Adolescents and Adults - Specially Girls and Women*

Many out-of-school children miss out on all opportunities for basic education. Such children become adolescents and adults without the benefit of any form of education. This is particularly true in the case of girls and women in several cultures in the Asia-Pacific region. For such adolescent girls, basic literacy courses and functional literacy programmes may be the most suitable. For neo-literate adults, post-literacy programmes may be started.

For Farmers and Rural Groups

In several countries in the Asia-Pacific region, rural economies are being modernised. Traditional agricultural practices are being replaced by more technology-oriented techniques. In such cases, rural populations will find agriculture extension programmes and income generation programmes more acceptable.

For Industrial Workers, Unemployed Youth and Women in Rural Areas

Vocational training and literacy programmes may be very useful for the development and promotion of these groups. Such programmes will help participants acquire new skills or upgrade vocational skills, and enable them to conduct income-generating activities. In particular, these programmes are directed towards those people who are currently not self-sufficient in the changing modern context and are often compelled to exist below the poverty line. In rural areas, income-generation programmes are very beneficial for women.

Persons with Special Concerns and Personal Objectives

In some contexts where people have completed basic education programmes, they are unable to find opportunities to pursue special interests. For such people, individual interest programmes have to be initiated. The main thrust in the administration of such programmes is to encourage the provision of a wide range of activities, reflecting the highly diverse interests within the community.

For Neo-literates, Programme Completers, Dropouts of Primary, Secondary School and the General Population

Continuing education programmes meeting various types of need-based functions could be started for such groups. In most countries, rural communities, disadvantaged groups, neo-literates and semi-literates need training in vocational and income-generating skills. Apprenticeship programmes, farmer's education, population/family life education, health and nutrition programmes are also very popular. Rural libraries and reading centres may be set up to promote reading habits. Almost all countries see the promotion of reading habits and the provision of reading material as the main aim of continuing education. Mechanisms and activities to achieve this vary from country to country.

There can be several other groups of potential learners who have not had the benefit of receiving basic education. For example, in your community there may be individuals (children and adults) who are handicapped or disabled. There may be some children or non-literate adults who are visually impaired or having difficulty in hearing. It would be your responsibility to initiate informative NFE programmes for such groups of people. You should find out how this can be done through local education officers.

EXERCISE 3.5

1. For which learning group would you like to develop an NFE programme? Why? Briefly describe the type of programme?
2. How would your literacy programme address women?

Case Study : Nepal

Success in NFE – The Tathali Way

Tathali Village Development Committee (Tathali VDC), situated in the Bhaktapur district of Kathmandu consists of 1024 families with 5892 inhabitants. The VDC has a high literacy rate of 70.13 percent. The LG Act has recently been introduced in Nepal, and the LG programme is running in its second year in the country. The LG of Tathali has made a great contribution in the development of NFE in Tathali VDC. They have been able to motivate all the sectors of the community such as, District Education Office (DEO), schools, the local people and individuals for the development of the NFE programme. Since no NGO and INGO exist in the VDC, all the arrangements for conducting the programme are made by these sectors. Individuals have donated funds for conducting the programme. Mr. Brija Raghu Raj Dali, a local resident, has donated Rs. 50,000 for the programme. A revolving fund has been established from this money and the interest of the deposited money is being used in running the programme. People of the community have made rooms available in their houses free of cost for conducting NFE classes. Electricity has also been provided free of cost. The LG representatives like the VDC chairperson, vice-chairperson, ward chairperson and the ward members are contributing to the programme by carrying out regular supervision of the programme. The VDC is conducting different literacy programmes such as Illiteracy Eradication Program, Adult Education Programme and the Out-of-school Programme in the communities.

The local schools are also supporting the programme. Their involvement is in checking the knowledge gained by the participants from the programme. They take simple tests with the NFE graduates. The DEO office is providing textbooks free of cost for the programme. Even outsiders have supported the programme by providing notebooks, pens, pencils, and uniforms to the participants whose financial conditions are bad.

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Activity 3.4

Objective: To identify the needs of special groups in your area.

A carpet industry in a village in Pakistan employs hundreds of adolescent boys for carpet weaving. These young boys have been deprived of a normal social life. Most of them have never been to school.

Will you try to make life better for these boys?
How?

____

Will you describe them as a marginalised group? If yes, why?

____

Do you think educating these boys forms an integral part of making life better for them? Why?

____

____

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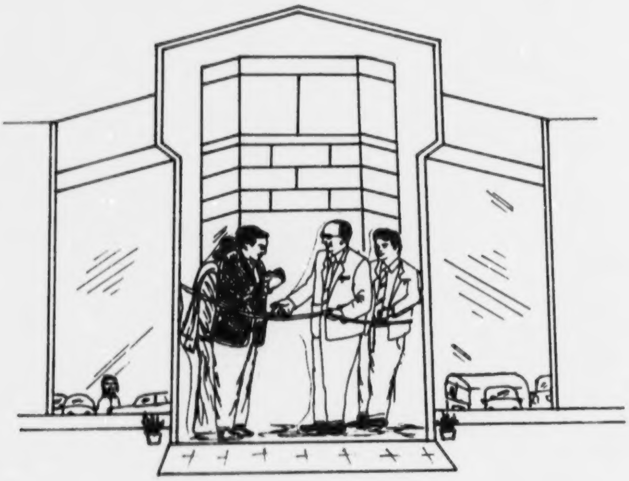
6. INITIATING NEW NFE PROGRAMMES



After assessing the need of potential learners and identifying programmes for them, an LGR can initiate new programmes. First of all, you have to do proper planning for the implementation of such programmes.

First you have to have proper planning. Programme planning will ensure that the programme implementation is smooth and more importantly, it is sustainable. Besides this, you should also take care of the gender aspect. Remember that involvement of women will make the programme more effective. While implementing the programme, there would be a need to mobilise people, consult the community as well as network with different agencies for resource mobilisation. Let us now read in detail about all these aspects while dealing with the initiation of new NFE programmes.

Planning

As an LG member, you may possibly be planning many development programmes. Using the annual budget or the annual plan as the principal instrument, you develop organisational framework for various projects. You allocate the needed resources (human, material and financial) for each project in advance. You also indicate the time within which it has to be completed.

In the same way, while starting a new NFE programme, you have to set goals and plan for it.

Target Setting: Decide for whom you are planning the programme. What are the problems of that area and what is the scope of the programme. Also, decide the age groups to be covered, actual number of target beneficiaries and time phasing of target coverage.

Developing Programme Objectives: Formulate the objectives of the programme. The objectives are the intermediate indicators/landmarks to achieve the goal. Therefore, the objectives have to be specific, well defined, time-bound and measurable. For example, in a programme for children, one of the objectives could be to ensure that at least 90 per cent girls attend school up to primary level. The other objective could be to establish and run a set number of classes for a definite number of adults for functional literacy for a fixed period after which they can continue to learn on their own and gain extra income either through self-initiated projects or with the help of development programmes.

After setting the goals of the programme, you can decide the specific activities to be under taken during the programme.

Organisational Design and Structure: You have to decide what kind of organisational structure does the activity demand. Is there a need to create a new organisation, or will you use the LG organisation for the purpose? If you have to develop a new organisation, how will you do it? Decide its structure. You may identify some NGO, voluntary agency or government scheme to take up the programme. If so, what will be the set up for the purpose?

Time Schedule: Decide the sequence in which the activities have to be undertaken. Decide the time for each activity.

Mobilisation of Resources: Decide how much and what type of resources you need to carry out these activities. You already have some resources. You have to decide how much funds and other resources (material, human and financial) can be met by the local self-government itself. You may explore the possibility of getting additional resources from the community/other agencies.

An effective strategy for ensuring the availability of locally available resources is to get the local community leaders involved in the task of planning the programmes and assessing the resources.

Management and Monitoring System: As the activities have to be undertaken within a time schedule, there is a need to create the co-ordination mechanisms. Involve the community in programme management for linking the activities being carried out in different agencies and locations. Also, create a monitoring system to ensure the proper implementation of each activity. The management system should be responsive to the community need and should sustain community participation.

Preparation of Personnel: Programmes will be successful if you get the functionaries trained. Plan for the training of the members of the community committees for conducting the project/programmes as also for the orientation of leaders and technical leaders for the specific roles they have to play. Training of volunteers is very important. Plan it carefully with the help of some resource centre or training institute.

Case Study : China

The Mancheng Experiment

In 1997, the Mancheng Women's Federation, Hebei province, set up 5 training bases in 13 villages spread over 2 counties. By 1999, over 580 women had received comprehensive education in science, law, practical knowledge and health. A high 98 per cent have overcome illiteracy and 55 per cent are now managing their own businesses. But in the beginning, the Federation had to take several steps.

1. *Identify the extent of illiteracy:* Village and county leaders undertook a door-to-door survey of every family in the area. The results indicated that Xilongmen Village, Bailong County, had an illiteracy rate of 72 per cent. This was selected as the experimental location.

2. *Publicise and carry out careful mobilisation:* A network was established with support from the village committee and local government. Women were mobilised for the literacy course.

3. *Set up structure:* The Federation was overall in charge. The former director of the Mancheng Education Bureau was invited to be the advisor given his experience in the field of adult education. A working group was set up, comprising the deputy director of the village and members of the Federation. Volunteers were also selected and incorporated into the team. Three teachers were chosen so that each would have enough time to teach while paying individual attention to the learners. The students were then divided according to age, knowledge level, background and distance from the school. Different teaching methods were identified for each group accordingly.

4. *Combine learning and practice:* The flexible use of learning materials was encouraged from day one. Stress was laid on practical skills, health and hygiene, and law so that the women could put their newly-learned knowledge into practice in their daily life.

5. *Set up a testing system:* It was decided to have tests once a week. This was found to be helpful in assessing the progress of the student and also improved confidence.

6. *Summarise the experience:* The teachers and managers were asked to summarise their experience at the end of the course. The feedback was useful in improving teaching methods and enlarging the educational scale.

The success of the Xilongmen experiment prompted the Federation to duplicate it elsewhere. The literacy rate shot up to an overwhelming 98 per cent from 28 per cent. Learners experienced a widening of their mental horizons and an improvement in economic well-being.

Looking at Gender

It is important to remember that gender issues must be taken into consideration at all stages; community assessment, programme identifications, implementation and evaluation. The reasons for this have been discussed in Module 1. In planning for a literacy programme that seeks to empower women, it is specially important to look at the many gender issues in the communities in which you will implement these programmes. Some key issues are:

- What is the household division of labour in the community?
- What is the number of literate women in the community?
- What is the status of women in the community?
- What is the level of women's participation in community decision-making?
- Who controls the resources in the community?
- What factors (social, cultural, etc.) influence all of the above?
- Does the programme address practical gender needs?
- How will this programme affect women in relation to the above factors? Neutrally, negatively or positively?
- What is the role of women in programme implementation?
- What progress is being made toward women's participation and empowerment through this programme?
- What is the role of women in programme monitoring and evaluation?

EXERCISE 3.6

1. What are the gender issues in your community that could relate to the literacy programme?
2. In the China case study, a lot of stress was laid on practical skills, health and hygiene, and law. Can you explain why?

Implementation

As an LGR, you have to mobilise individuals and agencies for supporting and promoting the programme. You should decide strategies to motivate the learners to join the programmes. Also, select the learning places and equip them with the necessary teaching-learning materials. Recruitment of volunteers also has to be planned carefully.

In case of NFE programmes, it must be kept in mind that people must perceive NFE programmes as arising from their own initiatives and those that meet their own explicit needs. Therefore, starting new programmes involves considerable tact and sensitivity. In communities where the concept is relatively new and untried, we have to be more careful.

It we try to impose programmes on a community, the programmes will work only until external funding is available. NFE programmes can only become effective, successful and self-sustaining, if the people in the communities are mobilised to set up and manage the programme themselves.

To achieve the above-mentioned objectives, it is necessary to consult the community, mobilise human and physical resources, and seek public participation.

Consultation

You must meet local community leaders to discuss community problems and how NFE programmes can help the local people. You alongwith other community leaders and the head/assistant teacher can form a task force or a small working group to plan the programme as well as to mobilise the community for action. Remember to include women in the working group so that it is more effective and representative.

- On an appropriate day, it should be ensured that all villagers attend a community gathering, where an important personality, not necessarily a government official, may open the proceedings.

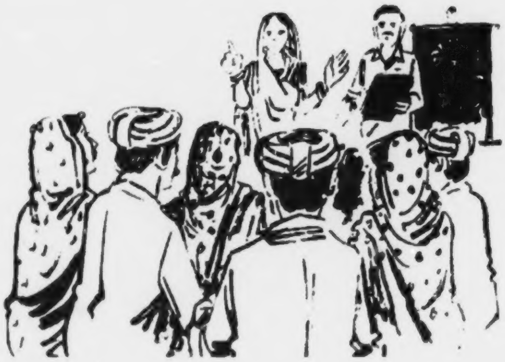
- He/She should inform the members of the community about the objectives of the NFE programme and seek their opinion about the programme objectives and its implementation:
- The opinion of every sub-group of-the local community should be heard carefully. The people should themselves decide the various programmes, the implementation strategy and the management structure. They should also be invited to join the programme in various capacities.

Since the impact of this meeting will be for a very short duration, therefore, after a reasonable interval, more such meetings should be organised to discuss problems as well as how they can be solved by local action.

Meetings should be held with the parents/guardians of the non-enrolled and school dropouts. The aim of these meetings should be not only to get the consensus of the local community for the programme, but also to create awareness for literacy.

Consultation

People's participation is very important for successful implementation of NFE programmes. An LGR alone, even with the help of the government, can not make the programme successful.



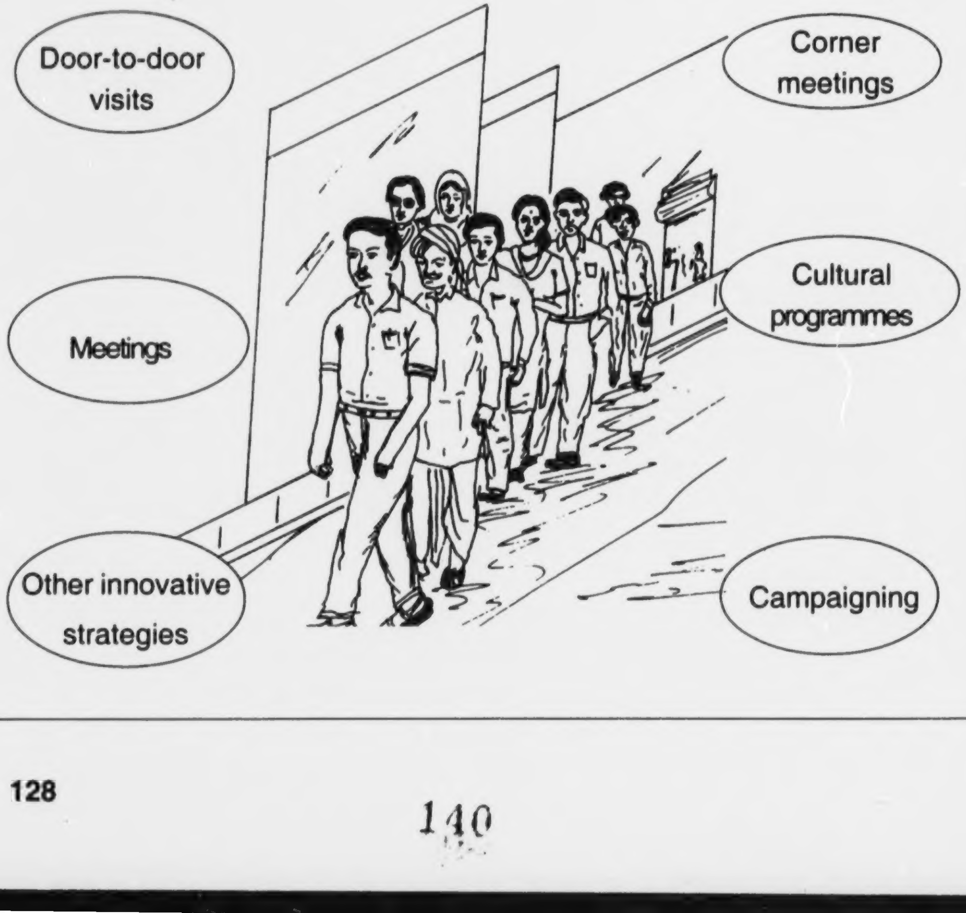
Mobilising People

It has been observed that people's participation is very important for successful implementation of NFE programmes. You alone, even with the help of the government, can not make the programme successful. Various strategies have to be adopted to mobilise the people's participation.

Vigorous campaigning can be organised at various levels (village, block and district) with mass rallies that involve students, teachers, the youth, LGRs, political and religious leaders, and others.

The campaign should be able to mobilise and create awareness among non-literates to join the programme. It should also mobilise the larger community and the literate people to play an active role in the programme. A team consisting of the local school teachers and LGRs can make house-to-house visits and motivate parents of non-school going children and school dropouts, specially girls, to enrol their children in these programmes. In case of villages where a number of girls remain out of school, a female LGR should preferably be a member of the team. Parents, specially mothers, are likely to be more receptive to the logic and suggestions regarding girls' education if given by a female LGR.

Strategies of Community Mobilisation



Various working groups like women's groups, children's groups, youth groups, village elders' groups, etc. can be mobilised to take up specific tasks. They should be given clear assignments. All volunteers should be given due respect for their voluntary work.

Mosques, temples, churches, school-level functionaries, NGOs, health centres and extension officers should be involved in the functioning of NFE programmes. These organisations will support long-term as well as short-term programmes.

Networking

NFE programmes can not be implemented in isolation. Fostering of linkages and co-ordinated activities are very important, especially between government and non-government agencies, and implementers of the programme. Co-ordination and networking is considered as an essential factor for the success of an NFE programme, which starts with a careful survey of all existing learning facilities and resources of a community. While there are limits to co-ordination and networking, the principle should be encouraged for efficiency and involving partners in activities where necessary. Linkages and co-ordination should particularly be sought between relevant government and non-government organisations.

Ways of networking

- Sharing of information during regularly scheduled meetings
- Sharing of funds
- Sharing of other resources (like literacy centres, materials)
- Linkages between two programmes (literacy with income generation)
- Joint capacity building of staff (training)
- Joint monitoring missions
- Providing technical support
- Conducting study visits
- Utilising resource persons from other organisations

On the basis of location, agencies may be divided under the following categories:

Agencies within the community

There are agencies within the community, which may be visible on account of physical infrastructure, but may not be very active in education. A rural development centre may be grossly under-utilised or a commercial enterprise may not be aware that it can and should play an educational role.

There could be other agencies that may not be quite so visible but may perhaps be more active within the community, like:

- Saving and credit groups
- Societies that perform specific functions like religious and cultural activities
- Groups based on occupations such as a group of farmers or crafts people
- Groups based on interest such as women's groups, environment conservation groups, street corner play groups, youth groups and so on
- Social service groups
- Armed service groups

The existence of such groups proves that they are working for the community. Their activities involve an educational component or learning process. Hence, they may prove to be good partners in the organisation of NFE programmes. Mutually beneficial relations may be established between these various groups and NFE programmes.

Agencies outside the community

There may be development agencies outside a particular community but with potential for service. It is important to identify such agencies, even if they do not have direct involvement in the community at that period of time.

Such agencies may be divided under three categories:

Government agencies

- Local-level offices of ministries such as education, agriculture, health, industry, labour, housing
- Extension offices of various departments/ministries
- Government representatives like health workers, block development officers

Private sector agencies

- Private schools and educational establishments
- Farms, nurseries, etc.
- Various factories and production units
- Media offices/representatives

Non-Government Organisations

There may be many NGOs operating in the area. These should be identified along with their field of activity. Many of these may not be very active in the area where an NFE programme is going-to be started. But these may subsequently be useful in the successful operation of the NFE programme.

EXERCISE 3.7

1. Networking can be crucial for sustaining a programme. Please discuss.
2. The government and NGOs in the Philippines have forged a strong partnership to further the cause of education (see case study). Can you develop such partnerships in your community?

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Case Study : Philippines

Joint Efforts

Most of the NGOs involved in the Philippine Non-Formal Education Project (PNFEP) today come under the Philippine NGO Council on Population, Health and Welfare (PNGOC), an umbrella organisation. The PGNOC has recently forged a tripartite agreement with the Local Governing Units of Manila, Muntinlupa and North Cotabato for the implementation of the NFE programme. Considered an innovation in partnership building, the project has drawn the active involvement of local officials in all its phases, particularly in identification and recruitment of instructional managers and learners, literacy mapping, monitoring and evaluation of project activities. The PGNOC has installed a total of 113 learning centres in Manila, Muntinlupa and North Cotabato.

An example of a private organisation in the field is that of the Parents and Youth of Gamu (PAYOGA), which is based in the province of Isabela and had been founded in 1985. It is implementing the Gamu adult education programme. Gamu is a fifth class municipality and is one of the oldest towns in the Mallig region. It is primarily an agricultural area and the major crops planted there are rice and corn. Co-operatives abound in the area. The municipality lies at the bottom end of the economic spectrum with 75 per cent of its population below the poverty line. The programme came out with ample evidence that members associated with the adult education programme had increased motivation for formal education and training. They were actively encouraging the younger members to study and were themselves keen on acquiring more and more skills and techniques. The income of farm households tended to improve because of the decrease in expenses for minimal or non-use of chemical fertilisers and production of their own seeds. They had also acquired the capability to diversify into livestock production and rearing. As much as 60 per cent of the members claimed an increase in family income. They were able to avoid borrowing outside the co-operative, buy appliances and tools and send their children to school.

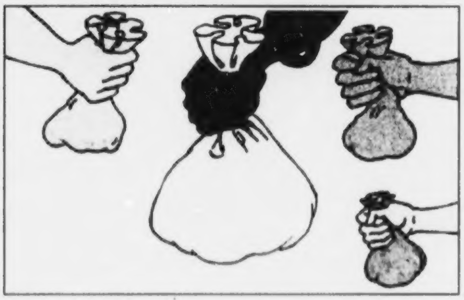
Enhancing community extension, developing responsive local institutions, improving cohesiveness and promoting the capacity for group action – these have been the result of extensive networking between the government and NGOs in the Philippines.

Resource Mobilisation

The next step is mobilisation of resources. In many cases, NFE programmes are supported by the government. Yet, it is important to find out what resources are available in the community in terms of infrastructure, physical resources and learning materials. All this information can be put together as a resources inventory. Even in the least developed communities, there is a wealth of resources that can be used to meet the learning requirements of the community. Examples of such resources are local wisdom, local technology, cultural groups, religious places, commercial organisations such as shops and other business enterprises.

During the planning stage itself, you can raise the following questions:

- What resources are needed?
- How will the resources be collected?
- What are the local resources?
- How will the local resources be mobilised?



If NFE programmes are already existing in the community, it is important to liaise with the people associated with that programme and learn from their experiences. Care should be taken not to duplicate or start overlapping programmes unless there is a clear demand.

Types of Resources Required

The scope of the programme depends on resources and support provided by the community/networking agencies. You will observe that governments can not afford to meet all the costs of establishing and running NFE programmes. Following types of resources are needed for the purpose:

Material Resources

- Physical space, furniture and equipment
- Teaching/learning materials like books, stationary, blackboard, charts, maps, posters, etc.
- Space for organising training programmes, income generation programmes, tools for specialised vocational programmes

Financial Resources

The total funds required over a specified period need to be estimated. Assess the amount that can be raised locally. Identified agencies must be tapped for the purpose.

However, there should be prioritisation of the intended activities to indicate in what manner adjustments can be made in case the required funds are not mobilised.

The local government may mobilise local resources for various activities and make use of the district plan funds and LG funds earmarked for NFE programmes.

Human Resources

Human resources are required throughout the programme. Special attention has to be given to obtain assistance from individuals other than the NFE personnel. Such requirements should be discussed with the community leaders and other people within and outside the community. This will enhance community support for the programme.

Human resource is required during planning, implementation, and evaluation stages. For this purpose, competent agencies/personnel have to be identified. However, care has to be taken to minimise the use of experts from outside the community.

Who to mobilise for resources?

- *Community leaders*
- *Village or community groups*
- *Religious institutions*
- *Government departments*
- *Literate and non-literate people*
- *Formal education institutions*
- *Charitable organisations*

7. DESIGNING AN IMPLEMENTATION STRATEGY

Identification of effective implementation strategies is very important for the success of any literacy programme. If the planning processes are undertaken thoroughly, implementation of the programme should flow smoothly. In spite of sound planning, implementation problems may occur. Examples of some common problems are:

- Budget inadequacies
- Inter-personal conflicts
- Lack of staff
- External problems such as political changes or natural disasters

In order to handle these problems, it is useful to not only try to think about them before programme implementation but also to create contingency plans that will help either prevent or to mitigate the effects of such problems.

Identifying the Project Agency

It is difficult for you to implement, monitor and evaluate the programme in the field yourself. As has been mentioned earlier, a working group/task force should be formed to co-ordinate the NFE programme activities. Moreover, it will be better if an agency is identified to implement the programme in the field. In various countries of the region, various types of NFE programmes are run by government organisations and NGOs. If provision already exists for NFE, then the programme suggested by the LG may be initiated. In case these in no programme, then there is a need to identify an experienced and genuine agency for the purpose.

To identify an appropriate agency, the following should be considered:

- Type of NFE programme to be started
- Expertise of agency
- Experience of the agency in such programmes
- Does the agency have the infrastructure to run the programme

- Financial status of the agency
- Previous record of the agency
- Strength of the agency
- How long that agency has worked in that area

These could be discussed with the agency and cross-checked in official records and verified by the community. If the agency has the necessary potential, then the project can be entrusted to them.

Some major agencies already running NFE programmes in the area may help in the selection of an appropriate agency for the new programme.

Providing Support to the Agency

You can entrust the planning and implementation of the NFE programme to any resourceful agency, but it is necessary that you must continuously monitor the programme in the field. You must provide special support to the agency in securing infrastructure, teaching-learning materials, and selection and training of facilitators.

Infrastructure

The agency identified to run the NFE programmes should start the classes, utilising the voluntary work of various action groups with some financial and other support from the community and from relevant government offices to procure the necessary physical facilities, including buildings and furniture. You should make sure that classes are held in such places that are easily accessibly to the learners and at a time convenient to them.

Location and Place

Classes could be started in the:

- Community hall/village hall
- School
- Religious centre
- Co-operative

- Factory/commercial organisation
- Under trees/open public space (if the weather permits)
- In the house of the facilitator
- Local government facility
- Private house

In the class, there should be provisions for safe drinking water, good sanitation, proper lighting facilities and good ventilation. A literacy class should ensure a healthy environment and provide a model for learners to follow at home.

Furniture and Furnishings

There should be simple low-cost furniture suitable for learners. Innovative use of local materials and technology will help in making them user-friendly. This will keep the cost down and make maintenance/replacement easy. The following furniture is needed in a literacy class:

- Chairs/mats for learners and facilitator
- Blackboard/roller board
- Cupboard/box to keep materials
- Water pot
- Lantern (if classes are held in the evening)

You should try to mobilise the resources of the LG to provide these facilities.

Teaching-Learning Materials

The NFE programme needs to have a flexible curriculum that is totally responsive to the changing day-to-day needs of the learners. It is desirable that every NFE programme should have a permanent set of materials, especially for functional literacy, post-literacy, and equivalency programmes.

Equivalency programmes (EPs) are designed as alternative education programmes equivalent to existing formal/vocational education. In some countries, EPs are very flexible to include alternative ways of obtaining certification/accreditation either through formal, non-formal or informal sector. In other countries, they may be limited to the alternative method of achieving a specified level of formal education only.

The most common type of EPs are those that provide alternatives to formal primary and secondary schooling. But supplementary materials and teaching aids can be developed on the spot by the facilitator with the help of learners. If necessary, materials can be borrowed from other classes/agencies. In terms of specific materials needed for various types of courses advocated under ATLP and ATLP-CE, some suggestions are given below:

Basic Literacy

- Functional literacy curriculum
- Supplementary materials
- Posters, charts
- Teaching aids

Income-Generation Programme

- Marketing and small business management materials
- Tools and equipment
- Material and practice (exercise) book

Future-Oriented Programme

- Materials on the visioning process
- Leadership and other management training material
- Planning documents

Individual Interest Programme

- Wide range of materials as and when required

Continuing Education Programme

- As per the needs of the learners
- Material for all six types of programmes, namely post-literacy programme, income generation programme, equivalency programme, individual interest programme quality of life improvement programme and future-oriented programme
- Newspapers, magazines, pamphlets, posters, etc.

You could procure the addresses of agencies that may provide the curriculum for each programme.

The task force will help you to ensure that materials reach the classes on time. Along with timely supply of materials, proper utilisation of material should also be ensured. The facilitator of literacy classes may keep a record about the utilisation of materials.

Great care should be taken while selecting materials for literacy classes. The use of inappropriate materials must be avoided. The following issues must be considered while selecting the materials:

- What is going to be taught and why?
- Do these reflect the aims and objectives of the programme?
- Should the material be selected only on the basis of cost or is there any other basis for selection?
- What methodology has to be adopted for the selection of materials?

Selection and Training of Facilitators

In most NFE programmes, classes are run by facilitators whose work is supervised by part-time staff. Some well-funded programmes may have full-time personnel.

As far as possible, facilitators should be recruited by you. The members of the task force/working committee may help in the selection of facilitators. The following should be the main criteria in the selection of facilitators:

- Commitment to village development and motivation to help the community
- Should be a voluntary worker
- The minimum qualifications of the facilitators can be determined by the country concerned. If suitable candidates are not available, relaxation may be given in qualifications.
- She/He should be a resident of the local area
- Preferably in the age group of 20-35
- Care should be taken to ensure participation of women and deprived sections of the society.

Duties of facilitators should include the following:

- *To assist in organisation and management of classes:* The facilitator should motivate and mobilise learners so that they regularly come to class. It the learners are not at the same level and every group of learner needs different type of assistance, the facilitator should be able to manage the class tactfully by utilising the resources within the class.
- *To motivate learners to participate in the programme:* Facilitator may encourage learners and organise various type of activities so that learners gain self-confidence and courage to participate in various programme which will improve the quality of their life and, in turn, status.
- *To organise discussion forums:* It is necessary to organise discussions on various crucial topics that are important for the learners. Discussions will help the learners to improve their mental and communication skills. Moreover, discussions start a process of thinking and action among them.
- *To help with development activities:* The facilitator must serve as an important link between the learner and development departments/officials. She/he may be instrumental in involving learners in development activities and providing them the benefits of various development schemes.

- *To help in recruitment of other volunteers:* As the facilitator belongs to the same community and area, and knows people around her/him, she/he may introduce and motivate many more people to join the programme.

There is a need to give special attention to the ***training of facilitators***. The facilitator must be trained according to the need of the programme identified for the special group. The facilitators should be given extensive training to improve their knowledge and skills to run the programme at the grassroots level. They should understand the need and importance of NFE and its philosophy. The profile of the learners and the importance of literacy should be clear to them. They should be trained in skills to motivate the learners and the community people. They should also be trained in the difference between adult and child learning, barriers in learning, teaching-learning material, how to prepare teaching aids and local monitoring evaluation techniques.

In your area, there may be a resource centre to provide technical resources to such NFE programmes. Such resource centres may organise the training of facilitators. The resource centres may be at the district or provincial level. They should also follow a modular training curriculum of the type outlined in ATLP-I and ATLP-CE volume I.

The training of the facilitators should be organised on the job, backed by an appropriate training manual and guide. In the case of on-the-job training, the programme could have the following elements:

Trainer	**Content of training**
Resource centre or Programme organiser	• Motivation of learners • NFE Curriculum • Adult teaching methodology • Management skills • Record keeping • Evaluation of learners • Marketing of products

Activity 3.7

Objective: To link the curriculum with local needs and issues.

1. What events in your village could be useful for starting learner-oriented lessons? Please list.

__Disease epidemic________________________

__Village fair____________________________

2. Can you suggest some ways to incorporate the above into the learning plan?

3. Do you think learners will now be more interested in the literacy classes? Why?

Launching the Programme

A formal launch of the programme is essential. It will help in spreading the message to the community and popularising it. You should select a day when most of the community people are expected to be in the village area. Make sure that most of the people participate in the function. The programme should be inaugurated by the most influential person of the area i.e, village head, neo-literate, literacy worker, teacher, etc.

Monitoring the Programme

The nature and scope of monitoring will depend on the learners, the objective of the NFE programme and the level of development of the community. In case of basic literacy and post-literacy classes, the monitoring has to be rigorous and continuous.

Monitoring has to keep track of:

≠ enrolment, attendance

≠ dropout rate

≠ rate of learning

≠ quality of learning

≠ motivation of facilitators

≠ quality and extent of materials supplied

≠ suitability of materials

≠ timely supply of materials

≠ problems being faced by learners and volunteers

Monitoring should make available timely feedback to ensure corrective measures.

The monitoring forms and tools should be in simple language. Training on how to use these tools should be given in advance.

In case of continuing education and other need-based programmes, monitoring may not have to be so rigorous.

You have to play a vital role in the monitoring of NFE programmes. You or your task force must visit literacy classes regularly. This will not only improve the functioning of the class, but will have a motivational impact on learners and facilitators.

EXERCISE 8

1. What are the goals and objectives of planning and management?
2. What are the issues in programme implementation? What organisational steps would you take to tackle these issues?
3. How would you monitor literacy activities? What indicators would you use?
4. Discuss the case study on India. Is there a need to draw up guidelines or lay down criteria for evaluation? Why?

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Case Study : Myanmar

Back to School

Teachers in remote areas of Myanmar are often untrained and teach as they themselves were taught. They lack even basic teaching materials which means that rote learning is the order of the day. UNESCO is now training these teachers and introducing them to active learning methods in a UNDP-funded project in eleven of the poorest rural townships. The teachers are also being trained in management and leadership and in how to develop their own teaching materials. To allow them to share experiences and resources, the project has grouped schools in clusters of five to seven. These 324 clusters which comprise 2,400 schools, motivate the teachers.

One such cluster has developed several teaching aids which enable children to learn Myanmar language in small groups. The project has also developed curriculum materials in environmental education including a teacher's guide, games, a jigsaw puzzle and an environmental ABC chart which are proving very popular with the teachers because they are easy to use and fit well into the curriculum. Other evidence of success is that schools not belonging to the pilot programme have obtained the materials and are trying out the new ideas themselves. A mobile school library has also been set up on a cluster basis.

The project is part of a broader, US$6 million UNDP human development initiative focussing on micro-credit, food security, environment, health, water and sanitation. Promoting access by building new schools and repairing old ones as well as providing subsidies to poor families is another branch of the project.

A number of environmental activities teach children to become aware of their own village and its resources. Children in a remote school in the Delta region, for instance, learn how to make stoves that use less wood and sell them in the village to fund other school activities.

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Steps from planning to evaluation – At a glance

Formation of task force/small working group

↓

Creation of community awareness

↓

Mobilisation of community/group of people within community

↓

Identification of project agency

↓

Networking with other agencies

↓

Organisation of resources

↓

Selection and training of staff and facilitators

↓

Launching of programme

↓

Continuous monitoring and supervision

↓

Evaluation

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Case Study : India

Keeping Track

The National Literacy Mission (NLM) in India has of late being laying stress on vigorous monitoring and systematic evaluation of adult education campaigns launched under its aegis in the country. It now recommends a three-step evaluation:

Self-evaluation of learning outcomes is a built-in feature of the three literacy primers. Each primer contains a set of three tests. It is only when the learners qualify in these tests, they reach the levels of literacy and numeracy laid down in NLM. This self-evaluation enables a learner to perceive his own pace and progress of learning and should heighten his motivation.

Concurrent or process evaluation is a kind of mid-term appraisal of an ongoing project to assess its strengths and weaknesses and to suggest corrective measures accordingly. It is conducted in two stages during the course of the campaign. The first stage is undertaken when at least 50 per cent of the enrolled learners have completed the first primer. The second stage is completed within three months after the first stage. The concurrent evaluation is carried by competent evaluation agencies from outside the concerned districts. The state directorate nominates three evaluation agencies of which the district chooses one to conduct the concurrent evaluation.

Final or summative evaluation of a literacy campaign is undertaken when at least 60 per cent of the enrolled learners have completed or are nearing completion of the third primer. This evaluation is carried out by reputed evaluating agencies from outside the state and empanelled with the NLM.

The main focus of the evaluation is the learners and the evaluation is done in the random sample method. A minimum sample of 5 per cent or 10,000 (whichever is less) is to be selected randomly. Care is taken to avoid sample loss, absenteeism and proxy attendance. The criteria for considering a learner literate is achievement of at least 50 per cent marks in each of the abilities (reading, writing and numeracy) and 70 per cent is the aggregate.

The evaluation guidelines are revised and issued by the NLM from time to time. Special impact studies of the campaigns on the social, cultural and economic environment of the areas are also being undertaken by the State Resource Centres and such other organisations under the aegis of the Mission. The new approach of evaluation of literacy campaigns seeks to ensure complete transparency and enhance the credibility of the results and impact assessments.

8. TRAINER'S GUIDE

This section is expected to develop among the trainees a better understanding about NFE programmes. They will find it interesting and of immediate relevance to their work. The unit has been divided into five sessions.

Various techniques of finding out information about existing NFE programmes are explained in this section. Trainees are introduced to the reasons for left-outs of primary education, special groups among the left-outs, the kinds of NFE programmes for these groups and the information about various steps to be taken to start the new programmes. Introductory information about each session is given in the training plan.

Training Plan

S. No.	Title of Session	Contents	Method	Time (in hours)
1.	Finding out about existing NFE programmes	1. Reasons for surveying existing programmes and the importance of data	Lecture Group work	2 hrs.
2.	Identification of left-outs of Basic Education Programmes (R-3.1)	i. Methods of identification ii. Reasons of being left-out iii. Left-out groups • general • special	• Brainstorming • Presentation	1 hr. 45 min.
3.	Types of Programme needed for left-outs	• Types of NFE Programme • Type of Programmes suitable for each group • Innovative programmes for other left-out groups	Presentation Reading of Manual and group discussion	2 hrs.
4.	Steps in initiation of new programme by LG (R-3.2 & R-3.3)	• Consultation • Mobilisation • Networking • Resource Mobilisation	Brain storming Role play	2 hrs.
5.	Major steps in implementing the new programmes	• Identification of Project Agency • Support to the agency • Inauguration of the programme • Monitoring of the programme	• Reading of manual • Sub-group discussion	1 hr. 30 min.

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Session 1

Finding about existing NFE programmes

Objectives

By the end of the session participants will be able to:

- explain the reasons for the need to find out existing programmes in the area.
- explain the importance of data and methods to interpret it.

●

2 hrs.

Getting Ready

Read and understand the given contents carefully to develop conceptual clarity about the subject. Make your own notes before taking the session or simply use this manual on the spot. Prepare charts if needed.

How to Proceed:

Step-I:

The participants can be provided with statistical data of an area in which education/ health/ development data is provided. For example, the data shows the details of the number of primary school-going boys and girls in an area. It also shows the number of primary schools in the area and the available teachers in those schools.

Step-II: The participants can be asked to study the data and take a decision on whether more schools need to be opened in those locations, whether the number of teachers is sufficient or more should be hired.

Step-III: To sum up, the trainer could make the group familiar with cases where statistics show that the development is unbalanced. This would indicate to the LGRs the need to take stock of factual positions before taking decisions that affect the community.

Session 2

Identification of left-outs of the basic education programme

Objectives

By the end of the session, the participants will be able to:

- describe the different methods of identification of left-outs.
- identify the reasons why people have been left-out of the basic education system.
- identify and describe various types of special groups for whom the NFE programmes are intended.

1hour 45 min.

Getting Ready

Read and understand the given contents carefully to develop conceptual clarity about the subject. Make your own notes before taking the session or simply use this manual on the spot. Prepare charts if there is a need.

How to Proceed:

Part I — Methods of identification

Step-I: Share the session title and objectives either by writing on the blackboard or with the help of the chart already prepared by you.

Step-II:

Explain the meaning and concept of 'left out' of the basic education system. Use resource material R-3.1 to support your point. Ask trainees what they understand by basic education. Try to frame components of basic education. Write the definition of basic education on the board and ask one of the trainees to read it out loudly for the benefit of the class. Discussion may follow.

Step-III:

Explain to the trainees that it is expected that children in the 5-14 age group should receive basic education and tell them that in reality we are still far from achieving the goal of universal elementary education. Local data could be shown here.

Step-IV:

Discuss with trainees

- Are there children and adults who are left out of the basic education system?
- Is it necessary to identify such persons
- If yes, why?
- Who will identify them?
- How can we identify them?

Write the responses of the 6-8 trainees on the board.

Part II Reasons of being left out

Step-I: Divide the group into smaller group of 5-6 trainees. Give them the following points to discuss:

≠ Why the existing infrastructure is not being used by the people, for whom it has been created

≠ Why some children are unable to attend school

≠ Why some children are not able to complete primary education

Step-II: Let the groups discuss and present the written report in the plenary session. The responses can be divided into two groups: those relating to socio-cultural and economic factors, and those relating to the school.

Part III Identify and describe the various types of special groups.

Step-I: After knowing the various reasons of why people are left out of the basic education system, you must be having some idea as to who are the people who are not able to avail the facilities. Write the responses of few trainees and the general profile of the learners on the blackboard.

Step-II:

Explain to the trainees that it is necessary for them to know for whom the programme is intended. By conducting surveys, we may identify the un-enrolled and dropped-out children and non-literate adults. But to start the programme, it is necessary to know more about potential beneficiaries. So categorise them into groups. You may take the responses of trainees about different special groups in which they may be categorised.

Step-III:

Sum up the session by:

- Revisions of the components of basic education
- Repeating the need and methods of identification of left-outs
- Recalling the special groups of left-outs and their profile.

Session 3

Types of programmes needed for left-outs

Objectives

By the end of the session participants will be able to:

≠ define the various types of NFE programmes;

≠ familiarise themselves with the types of programmes suitable for each group;

≠ identify the innovative programmes for left-out groups.

2 hours

Getting Ready

Read the given content carefully. Read and understand the steps of the session. If blackboard is not available, prepare charts. There is a need to make your own notes.

How to Proceed:

Step-I: Share the session objectives with the participants

Step-II: Display a chart showing, various types of NFE programmes

Step-III: Explain in detail the special features of each programme with the help of a chart

Session 4

Steps in initiation of new programmes by local self-government

Objectives

By the end of the session, participants will be able to:

≠ describe the areas for planning;

≠ describe the importance and methods of consultation, mobilisation and networking;

≠ describe various types of agencies to be mobilised and involved in NFE.

2 hours

Getting Ready

Read and understand the given contents carefully for conceptual preparation clarity about the subject. Find out details about various types of agencies, developmental departments working in the community/ district/state. Collect pamphlets, information sheets, posters about these organisations and their programmes. Prepare charts, if required.

How to Proceed:

Part I

Consultation, mobilisation, networking and resource mobilisation

Step-I:

Share the session title and objectives with the participants. Write the title and objectives either on the blackboard or on a chart. Resource materials R-3.2 and R-3.3 can be used in this session.

Step-II: Explain the meaning and concept of consultation, community mobilisation, networking and resource mobilisation. Ask trainees what they understand by the planning, consultation, community mobilisation, networking and resource mobilisation. Listen to them. Then in the light of their answers, explain the concept of these terms in the context of NFE programmes. While compiling their responses, give them the idea given in the box. Explain the importance of planning and various areas to be planned before implementation, e.g. target setting, developing programme objectives, specific activities, organisational design and structure time schedule, management and monitoring system. Explain to them the various strategies to mobilise the peoples/ agencies' participation. Prepare a chart in advance.

Step- III: Divide them into groups of five to seven. Ask one group to organise a role play on how to consult the community. The second group on networking and the third group on resource mobilisation. Give them 20 minutes to discuss the role play. Organise a plenary session after 20 minutes. Ask each group to perform turn by turn. After every performance, get feedback first from the actors, then from the other participants.

Part II Consultation, mobilisation, networking and resource mobilisation

Step-I: Divide the group into smaller groups of five to seven. Give them following points to discuss.

≠ Who can be mobilised? With which agencies networking could be done?

≠ What type of resources will be required?

≠ Which agencies can provide these resources

Step-II: Let the group discuss and present the written report on this in the plenary session. Take the responses and categorise them. Depending on the structure of the community, give them an idea on who can be mobilised. In case of networking on the basis of location, agencies may be divided into categories.

Step-III: Explain to the participants that although NFE programmes are supported by the government, the community can still support the programmes in the following ways.

Session 5

Major steps in implementing the new programmes

Objectives

By the end of the session, participants will be able to:

≠ describe the factors to be considered while identifying project agency;

≠ identify the areas in which support is to be provided to the project agency;

≠ familiarise themselves with the importance of proper inauguration and monitoring of the programme.

●

1:30 hrs.

Getting Ready

Read and understand the related contents carefully to be clear about the subject. Make your own notes and charts if you need help in certain areas.

How to Proceed:

Step-I:

Share the session title with the participants. Explain the objectives with the help of blackboard/chart (prepare chart in advance).

Step-II:

Divide the participants into smaller groups of 5-7. Give them following tasks:

≠ One participant to read the relevant portion of the Module loudly. Other to listen to it carefully

≠ After finishing reading, make the group discuss the same

≠ Prepare report

≠ Present the report in the plenary

Step-III:

Listen to the report of each group carefully. Note important points on board/chart paper. Sum up the session by explaining in detail the manner in which the project agency can be supported.

Resource Material R-3.1

The right to education:

Article 26 of the Universal Declaration of Human Rights

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Source: Universal Declaration of Human Rights Adopted and Proclaimed by the General Assembly of the United Nations on the Tenth Day of December 1948, Final Authorized Text. New York, United Nations, 1950.

Resource Material R-3.2

Partnerships and a New Way of Working

One of the syntheses of roundtable themes prepared after the World Conference on Education For All elaborated on the concepts of partnerships presented at the Conference:

Developing strong partnerships with parents and communities means a new way of working for governments, for service agencies, and for educators. Above all, it means listening to the needs of local communities and addressing their local agendas. It means becoming familiar with the people and their religious beliefs, their customs and even their food taboos. Then it is possible to see how best to build on what they know.

The synthesis added that listening to people:

- ≠ means recognising the diversity of cultures, languages, customs, and resources which make up societies, rather than seeking uniformity;
- ≠ means training – for teachers, administrators, specialists – to sensitise them to the needs of communities and to ways in which they can involve parents in the education of their children;
- ≠ means recognising that education as well as child care begin in the home and within the community, and must be nurtured there.

Source: Fordham, Paul (1992) Education for All: An Expanded Vision. Monograph II on WCEFA Roundtable Themes, Paris: UNESCO.

Resource Material R-3.3

School-Level Partnerships

Wat Sai Ma School has a standard committee of the type found in nearly all of Thailand's primary schools. It is comprised of parents, teachers and benefactors, and meets four times a year. In addition, the school has six sub-committees, each with 12 to 24 members, which meet twice a year. These sub-committees are for academic affairs, activities, personnel, finance, buildings, and community relations. Members are volunteers or invitees from the community, and each sub-committee has a teacher as secretary.

The academic and personnel sub-committees promote community participation by soliciting suggestions to enhance the curriculum, recruiting volunteer teachers for co-curricular activities, and raising funds for equipment. The activities and community relations committees strengthen the community's faith in the school through public information about school activities, visiting community leaders and benefactors, and encouraging the active involvement of the community on Children's Day, Teachers' Day and in sports and other competitions. The buildings' committee has been responsible for the fund mobilisation campaign, which involved 74 donors, each credited with construction of a specified area of a new building. The finance committee identifies funding sources and projects such as concreting of the temple grounds to benefit both school and community, and the yearly donation of 10 bicycles to lower secondary students from distant homes.

This school has a successful partnership with strong leadership and cooperation between the principal, teachers, parents and other community members. The actors respect each other, and operate in balanced harmony. It is the sort of model which governments can promote through training, encouragement and support.

Source: Martin, Anita H. (1996) A Study of School-Parent/Community Partnerships in the Asian Region. Bangkok: UNESCO/UNICEF.

Terms used in this Module

Community Learning Centres (CLC) refers to locally organised educational institutions outside the formal education system for villages or urban areas, usually set up and managed by local people to provide learning opportunities for community development and improvement of people's quality of life.

Equivalency Programmes are designed as alternative education programmes equivalent to existing formal, general or vocational education.

Ethnic Minorities are a national or racial group living in a country or area, which contains a larger group of people of a different race or nationality. They form a minority in the population of the nation.

Evaluation is the systematic process of collecting and analysing data in order to determine whether and to what degree objectives have been or are being achieved.

Future-Oriented Programmes equip workers, professionals, community leaders, villagers, businessmen and planners with new skills, knowledge and techniques to adapt themselves and their organisations to social and technological changes.

Income-Generating Programmes help learners enhance their capability of generating or increasing their income.

Individual Interest Promotion *Programmes* provide opportunity for individuals to participate in and learn about their chosen social, cultural, spiritual, health, physical and artistic interests.

Monitoring is the process of checking a programme regularly to find out how far it is implementing according to plan, and whether the factors that lead to success are present in the field. The major monitoring function is to provide profiles of activities at the implementation level

Out-of-School Children are those in the officially defined primary school-age group who are currently not enrolled in school, including those who dropped out.

Planning means setting goals and objectives by identifying and predicting the needs, and then design detailed organisational structure, methods and resources to achieve the goal.

Programme is a coherent framework of action to achieve certain global (larger) objectives comprising separate sets of activities that are oriented towards the attainment of specific objectives.

Questionnaire is a document containing questions and other types of items designed to solicit information appropriate to analysis. Questionnaires are used primarily in survey research and also in experiments, field research, and other modes of observation.

Sample is a set of respondents selected for study in such a manner as to ensure that whatever is learned about those comprising the sample would also be true of the population from which they were selected.

Vocational Education is training aimed at providing vocational and technical skills, knowledge and attitudes required to carry out an occupation.

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MODULE 4

Training LGRs – Purpose and Method

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MODULE 4

Training LGRs – Purpose and Method

GUIDING QUESTIONS FOR THIS MODULE

Please discuss the following:

1. What is the purpose of training a person?
2. How would you organise training programmes? For whom? What is the content of your training programme?
3. What is the responsibility of LGRs in educating their community?

CONTENTS OF THIS MODULE

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Trainers
- Teacher
- Social Worker
- NGO Worker
- Retired Officials

Trainees
- LGRs (Local Government Representatives)

1. OVERVIEW

In this Module, we deal with some basic information that the trainer may require during the training of the local government representative. It is assumed that the trainer would be a person who has high acceptability in the local community. The trainer could be a teacher, social worker, an NGO worker or a retired government official. The trainer should be a person who the LGR looks up to. It is also important that the trainer should not be a person who is known for strong political views of a particular ideology or party. In such cases, the trainer may find it difficult to win the confidence of the group. Among the other qualities that LGR trainers should possess is thorough knowledge about the local political system. Hence, he/she should know the powers and responsibilities of LGRs, the legal and social implications of different issues, local political structure and also have knowledge about local politics.

The trainer should have:

- High acceptability by the group
- Knowledge of the background of the target group
- Knowledge of existing educational programmes
- Ability to organise participatory training

Knowing the background of the target group (i.e. the LGRs) would enable the trainer to modify the session. Accordingly, the trainer should have complete information about the LGRs such as their educational status, constituency, whether the person is a first lime LGR and so on. In addition, the trainer should be competent and should be able to have active participation of LGRs.

OBJECTIVES

After a thorough and careful reading of this module, you would be able to understand:

- The skills that a trainer requires;
- The processes, methods and techniques involved in training; and
- How to evaluate training programmes.

2. MOTIVATING LGRs

Genuine local development happens if a large number of people perceive that it will be in their best interest to actively participate in the process for their own development. Local government officiais or local representatives should be willing to develop and install mechanisms that encourage participation and ensure responsiveness to the needs of the people.

In undertaking a development plan, the focal point of the development process is the people at the grassroots level. To have sustenance and sustainability, a plan has to have citizen awareness, interest and support. The people who will benefit from the development process must themselves be involved in the whole process. There should be real partnership between the local government and the people. This leads to participatory development, planning and capacity building.

Training models can be modified in a variety of ways. A graphical representation of an integrated training model for local government representatives is presented here to provide a picture of the aspects that can go into such a training programme.

Some points to be kept in mind are:

- ≠ Ideas and examples from past experience as well as methods and concepts from current functional literacy training should be used to design the training programme.
- ≠ The whole programme needs to be built from bottom up by people who have the right kind of participatory skills and knowledge. The content of the training should comprise the methods and theories of participatory action learning, as discussed above.
- ≠ The training materials need to be adapted to the local context.
- ≠ Engage, as much as possible, the participants in new ways of thinking and doing literacy education. Experiential learning methods that engage the participants in active learning should be encouraged.

- The survey of problems and needs of the community is the most important activity of the training. If the LGRs or community members are aware of the problems and the causes, they will in time learn how to solve them.

The presence of more women in elected bodies in many countries of the Asia-Pacific region is a positive and welcome development. But special care needs to be taken while involving women leaders in literacy programmes. Several issues and problems associated with the ***training of women*** may come up. These need to be identified at the outset and addressed on an individual basis. These may be of the following nature:

- Attitudes of local leaders towards women
- Low level of awareness of NFE programmes
- Socio-cultural factors
- Economic factors
- Political factors/intervention
- Unsuitable timings

Another area where LGRs can play an important role is the setting up of community learning centres. These are local educational institutions outside the formal education system usually set up and managed by local people to provide various learning opportunities from community development and improving the quality of life.

Clearly, involving the local government in NFE programmes would allow for grassroots planning, better implementation of programmes, an optimal utilisation of resources and minimum mismatch between needs and programmes.

3. SKILLS OF A TRAINER

As a trainer you should be able to demonstrate the following:

Developing and supporting a sense of group spirit

It is important that, as the facilitator, you build and maintain the group's identity by establishing an atmosphere of mutual trust and respect. This means that the training environment will be warm and allow participants to express their views, opinions, concerns, attitudes and behaviours freely. Your behaviour will greatly influence the learning environment. Let the participants experience your enthusiasm, friendliness, interest, sincerity, acceptance and support. In order to support the group spirit throughout the training programme, you will be required to do the following:

1. Encourage the participants to share some information about themselves with the group.
2. Let the participants establish a set of rules of conduct that can be used throughout the training.
3. Support and provide positive, constructive feedback to the participants.
4. Build and maintain a sense of belonging among participants.
5. Express the need for confidentiality within the group. It is important for the participants to feel that what they say will not be used against them outside of the training session.
6. Let each person participate at his/her own pace. Encourage participants to express themselves but do not push those who need time to be comfortable with the group or working environment.

7. Respond to criticism openly and make every attempt to obtain an agreement of all parties involved. Explaining why something has been done in a particular way will often be enough to settle any concern.
8. Recall the group's suggestions, responses, feelings or questions. Previous knowledge or curiosity can be used as a starting point for subsequent learning.
9. Be sensitive to the needs of the group. Every group will have a unique collective personality with different assets and needs.

Ensuring that all the content is covered

It is important that the material in all of the training modules is covered effectively for the participants to subsequently be good facilitators themselves. This will require that you help the group stay focused on the task. For this, you will need to do the following:

1. Link each new topic with previous topics and with real-life examples. Not only will this make sessions more interesting but new knowledge will also help develop a better overall understanding of the topic rather than an accumulation of isolated facts.
2. Ask questions that encourage thought of the task at hand. Avoid questions that seek 'yes/no' answers.
3. Give clear, specific instructions for all activities. Confusion about expectations will distract participants from the issues of importance.
4. Keep the focus on the content of the session. Politely attempt to keep off-topic conversations confined to tea and lunch breaks.
5. Synthesise knowledge at the end of a session. Conclude sessions by restating the session's theme and integrating the suggestions and ideas that arose during the session into this framework.

Modelling effective facilitation skills

The participants will need to use the facilitation and communication skills that you exhibit during the training programme in future training sessions that they will conduct with other trainers and teachers. It is, therefore, important to demonstrate effective facilitation skills throughout the training programme. Your behaviour as a facilitator will present the participants with a model to observe and evaluate. Be consistent in what you say and do. Here are some important facilitation skills:

1. ***Ability to encourage discussion.*** This can be achieved by:
   - Asking open-ended questions which require a thoughtful response and/or guide the discussion in a particular direction; and
   - Ensuring that all participants feel their participation is welcome and desired.
2. ***Ability to listen carefully.*** Several tools can assist you in this:
   - Restating a participant's contribution will clarify and verify your understanding of the participant's statement;
   - Listening for the content and attitude of a message; and
   - Supporting the participant's contribution. This does not mean that you must agree with the participant, only that you respect his/her position.
3. ***Ability to deal with silence.*** Sometimes silence can be a helpful stimulus. Don't rush to cover it up.
4. ***Willingness to allow the group to make their own decisions.*** Facilitation is not dictation. Participants must be allowed to take responsibility for their own learning if it is to be meaningful to them.

Handling training problems

Successful group facilitation requires practice. Many situations will arise during a training programme that an experienced facilitator will be able to tactfully and effectively solve. Nobody can expect to be a successful facilitator overnight, but dealing with the following situations effectively will help your training session run as smoothly as possible.

1. ***A participant wants to argue with you.*** This can be a positive sign as it shows that participants feel comfortable expressing their own points of view. By allowing discussion of alternate opinions you are allowing people to think critically about what they are expected to learn. This is a very profitable teaching/learning tool so long as each side respects the other's opinion, even if their beliefs remain unchanged. However, some participants will argue merely for the sake of arguing. Although this trait can be useful to a group discussion, it can become tiresome and time consuming and you should tactfully control this behaviour to maintain focus and proper decorum.

2. ***The group looks bored.*** You may need a change of pace, a change of venue, a change of topic, or simply a break. Some questions you can ask yourself include:

   - Have I been using the same teaching techniques for too long, i.e., too many lectures or too many large group activities?
   - Have I made some connection between my topic and the participants' lives?
   - Have I been repeating material?
   - Have I been enthusiastic enough, or too enthusiastic?
   - Is the venue suitable, i.e. too big or small, too hot or cold?
   - Are there circumstances outside of the session influencing the behaviour of your group, i.e., peer relations, workplace stress?

3. ***Nobody is answering your questions.*** Here are some questions to ask yourself to solve this problem:

- Am I speaking loudly or clearly enough for the group to understand me?
- Do my questions require thought to answer, i.e., "How" or "Why" questions asking for "thought, opinions, or beliefs"?
- Am I waiting long enough for a response? Many participants will take time to think about the questions and carefully formulate an answer before volunteering their answer.
- Is the group focussed on the discussion at hand?

4. ***Some participants do not seem to be involved in the discussion.*** Some people are naturally quiet. They may be embarrassed to speak in front of a group or they may simply be learning from what others are saying. Do not confront them with specific questions if they do not appear ready to respond, however offer them the opportunity to add their opinions or feelings when the chance arises.

5. ***Some participants are monopolising the discussion.*** Some participants will naturally answer questions more quickly and more often than others will. While their responses can be valuable for their content and for sparking responses by the rest of the group their frequent outputs can also cause others to feel left out or unable to contribute. It is your responsibility to ensure that the less assertive participant has the opportunity to make a contribution by expressing his/her views. You may have to discreetly ask the overzealous participant to delay their response until others have had a chance to make their own contributions.

6. ***The group takes over the discussion.*** This is not a problem if the discussion is proceeding productively. Instead it shows that you have stimulated interest in the topic and the group feels comfortable expressing themselves. Take a seat, listen carefully, and enjoy your time out of the spotlight. Knowledge and ideas developed by the group are more valuable than those given in a lecture.

7. ***Private conversations erupt.*** Try to develop eye contact with, and move closer to, the participants who are having private conversations. These simple cues should be enough to eliminate off-topic conversations.

However, respect privacy and do not attempt to overhear private conversations. Encourage these participants to share their views with the rest of the group.

8. ***Arguments between the participants.*** Do not choose sides! Attempt to paraphrase the position of each side to ensure that they understand what the other is saying. Often, two people with the same position will argue simply because they are not making the effort to hear the other. Ask the group for their input but ensure that arguments are based on reason rather than opinion.

9. ***Encounter resistance.*** You need to find the reason behind the resistance. Understanding the reason will help you to make adjustments to solve the problem.

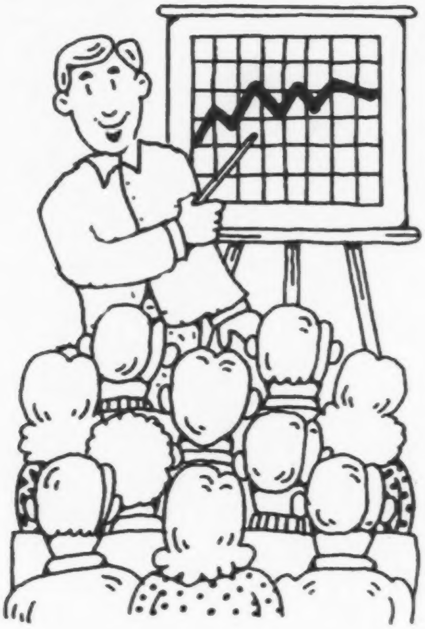
4. TRAINING METHODS

To impart training, you should use different techniques for conducting different sessions. This makes the training more successful and interesting. It has been observed that trainers are more successful where the participants are provided with a learning environment. Therefore, use such techniques that make the training process participatory. You can adopt any suitable method to discuss what you want to say. In many cases, several techniques may be combined to present a single topic more imaginatively.

A description of some training techniques is given below. Many of the examples and case studies can be used in conjunction with or modified suitably for training purposes in the other modules as well.

Brainstorming

This is a very useful method of collecting the participants' views on any specific topic within a given time frame. First of all, present the topic to the group and invite their ideas. Give them enough time and ask them to give their ideas and comments. Write their responses on the board/chart. Every participant should give her/his idea without commenting on others' responses. In this way, a list of ideas can be prepared. You should use this list as a basis for further work. The brainstorming method is used to start an activity or a new idea.

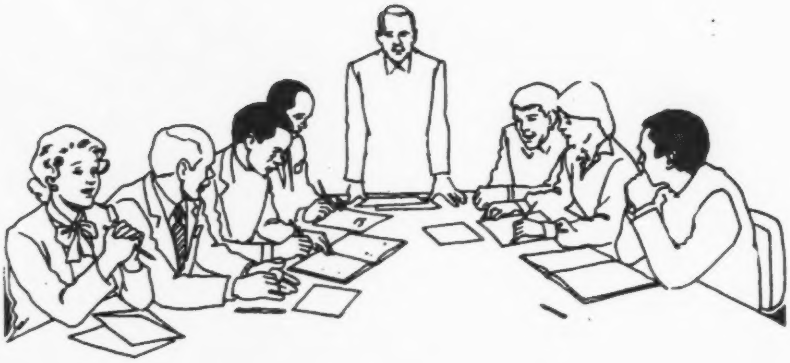


Example

- Fasten a large sheet of paper to the wall. Ask everyone in the group to think about how more amenities can be obtained in their villages. Note their ideas on the paper. Let the brainstorming last for five minutes. Then select the ideas relevant to the subject and let there be a discussion.
- Provide a word – 'Empowerment'. Let each participant quickly provide 2-3 words he thinks are related to the main word. Write them down on the paper/black board. Discuss the common ones and the reasons behind the relationship. Some words related to 'empowerment could be – freedom, women, power, etc.

Group Discussion

This is a very common method of participatory training. Divide the participants into small groups of six to seven persons. Each group should select one chairperson and one rapporteur. The chairpersons should manage the group and rapporteur should report back to the bigger group for further discussion. This method provides an opportunity to each participant to discuss his/her views. This will enable even less confident and quiet people to fully participate and give their ideas. It helps in building confidence among the participants and improves their communication and social skills. There are various methods of making smaller groups. It may be by choice of participants/trainer, by counting or some other method.



Example

- Family planning is a big issue. Initiate the discussion, but do not lead it any particular way. Give the group a chance to discuss the topic and express their views. Link it to literacy levels.

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Case Study

In this method, specific case/s related to the objectives of session/training programme are studied. Real cases or hypothetical situations based on real issues are studied by the participants. After that, they analyse the case. The analysis helps to understand the problem and field realities. The trainer should prepare the case study materials in advance for the training programme. Case studies require careful preparation and testing.

✍Example

- **Case Study on adapting the school to serve hard-to-reach children in Bangladesh.**

The gravity of the educational situation in the sub-region has had the positive effect of causing educators to seek new approaches for dealing with difficult situations. Bangladesh has encouraged non-governmental organisations to become deeply involved in primary education. BRAC, the Bangladesh Rural Advancement Committee, which enjoys a worldwide reputation, operates 12,000 schools for two age groups: 8-10-year olds, who have never attended a government school, and 11-16-year olds, who have either never attended or dropped out of school. Another non-formal programme serving Bangladesh's most disadvantaged children, including "street urchins" and child labourers is the Underprivileged Children Education Programme (UCEP). Its classes meet for only two to three hours per day in order that children may continue the work in which they are engaged: work which is often vital to their very survival and that of their families. Both BRAC and UCEP are examples of how education can be tailored to fit the lives and serve the needs of pupils.

Q: How did the two programmes in the case study adapt to needs of pupils?

Q: Do you know of any innovations or adaptations?

Q: Do women also need to be catered to in a special way?

Role Play

This technique provides for self-expression of different situations and characters. On a given theme, the trainer/participants select actors out of the participants for the role play. After a simple preparation, they perform in front of the bigger group. After the role play, the reaction of viewers is taken. This helps strengthen the process.

Example

Topics for Role Play could include:

- An election of local officials, where those responsive to local needs perform better.
- Act out a day's events in a literacy centre. Highlight relevant issues and problems that such a centre could face. Later, discuss how they will be solved.
- Role play on: If you were elected as the village headman, what would you do to improve the quality of life in your village? Let 3-4 participants enact the topic individuals and then throw open their suggestions to the group for discussion.

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Situational/Character Analysis

This method is similar to role play. It allows participants to draw comparisons or differentiations based on their own beliefs, knowledge and experiences. Situations and characters may be derived from television or radio shows which the participants are familiar with.

Experience Sharing

Sharing experiences is an important part of learning. Learning brings changes in our thoughts and opinions. Sharing experiences enables us to learn from each other without actually going through the action/event ourselves. The trainer should at times

✓ Example

Subject: Alternative ways of supplementing family income

Objective: Discuss the importance of increasing family income and list ways to do so.

- Draw from the learners the reasons of increasing family income.
- Let the participants share their experiences (or of somebody they know) about earning extra income.
- Link the importance of literacy with income-generation.

Field Visits

Field visits are when we take our group to another place, to experience learning or collect information on first hand. Field visits are good because they are visual and direct. When planning field visits, it is good to think about factors like the season, the resource person, the time involved and the distance for travel. Use the information gained for future discussions, or in experience sharing sessions.

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Example

Report of a Field Visit to Sodukarbari Para Govt. Primary School, in Khagrachhari district, Bangladesh

The school is situated 4 km east from the Ramgarh thana headquarters. The team went to the school at about 11 a.m. and met only one assistant teacher, who was busy with Class V. Other teachers were in the teachers' room. Three out of five teachers were females. Enrolment information was collected. The school was furnished with usable furniture in the classrooms and in the teachers' room. A list of the various items found in the school is: Blackboards – 2, Low benches – 68, Maps - 1, Chairs – 24, Cupboards – 1, Tubewells - 1, Tables – 0, Clocks – 1, Toilets - 1, High benches - 60, Globe – 1. While returning from the school, the team found a boy of 8-9 years selling groundnuts, chocolate, etc. in the school corridor. A conversation with the boy revealed that his father was a landless day-labourer having four children. The boy helps his parents by selling groundnuts in the school and his parents insist that he continues with the business. He expressed his willingness to be a student of the same school but could not make it due to lack of motivation from his parents.

Exhibition Method

In this method, all participants display their ideas, work done and experiences in pictorial or text form in the training hall. Participants and trainer discuss issues by seeing each presentation and accordingly agree on some action.

Multimedia

Multimedia techniques are getting popular these days with the development of information technology. To use such techniques effectively, the training groups need to be small in size and computer equipment should be available. Multimedia presents an opportunity for easy presentation and real-time depiction of case studies, interviews, etc.

Some methods of observation may also need to be explained. These could include:

Survey/Questionnaire

In this method, written information is gathered in a pre-determined format. This often provides a good representation of the situation, enabling the identification of needs and setting of targets. Once a survey is in progress, however, the format or the questionnaire cannot be changed.

Meta Plan

Meta Plan is a method of finding out community problems and needs through brainstorming of stakeholders in each condition. The selection of varied people, i.e. leaders, women, youth, and those from different occupational groups, is necessary for finding out all aspects. The process must allow freedom of expression which can lead to discussion of ideas and problem solving.

5. ORIENTATION

The emotional climate during a training session/workshop is crucial to its success. The aim is to create an atmosphere that encourages maximum participation. Games are an exciting and rewarding method of social education because of the way they build and use social interactions within groups. The association of the word 'games' with fun and friendship ensures that many groups will use this form of learning with enthusiasm.

At the beginning of any session, it is suggested that some game/similar activity is conducted to encourage the participation of the less expressive and less dominant group members. Games that introduce people to each other are very good orientation exercises. They aim to make people feel at ease in a group of strangers and create an atmosphere in which people are able to talk more freely.

Some examples are provided below. It is suggested that each training session be opened with an orientation exercise. Trainers are free to pick one of the examples cited below, adapt it, or use any other equally effective activity.

Game 1: My Neighbour is...

- **Encourages listening skills and communication in public apart from introducing the group members to each other.**

Time: 15 minutes + 2 minutes for each member.

Material: Pens and paper

Procedure: Divide the group into pairs.

Ask each pair to decide who is A and who is B.

Inform them all that A has four minutes to interview B about his/her life and interests. Ideas for questions could include family, hobbies, favourite TV programmes, etc.

Once A has finished interviewing, let him/her swap role with B. Now B can ask questions and take notes for four minutes.

At the end, everyone has to make a two-minute speech introducing their partner to the group. With some groups, it is helpful if the trainer also participates and leads the way.

Game 2: Ring Toss

- **Encourages team spirit and group work**

Time: 20-30 minutes

Material: Chalk, flat stone

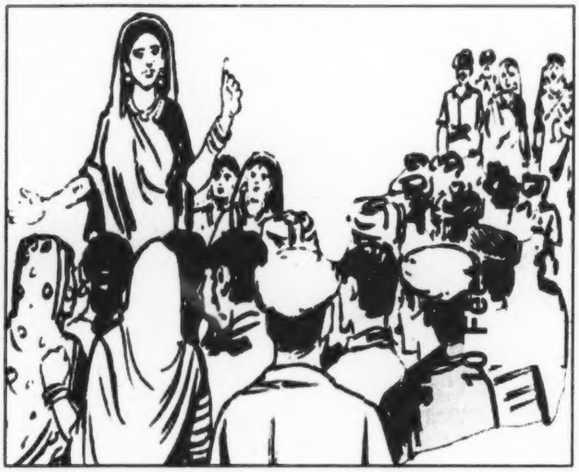
Procedure: At the edge of any wall draw three semi-circles, one inside the other. Assign each semi-circle some points, say 2, 3, and 5. At a distance of 10 feet from the walls, draw a line (see diagram).

Divide the group into two teams, of 5-7 members each. Make sure that men and women are distributed equally.

Each team has to throw the stone into the semi-circle alternatively. Each member gets two chances and the points are added up. In case the stone fall between two semi-circles, then points are given for where it falls more. In case the game turns a little noisy, do not object.

The team with the most points is declared the winner.

Ask the participants what the team said if he/she hadgot more points? Or less points? Would they like to stay in the same team?



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Game 2: Building a Tower

- **Emphasises the importance of group work and participation**

Time: 15 minutes

Material: Stones of different sizes that can be piled one on to of another, or toy building cups

Procedure: Elect or seek three volunteers from the group. One (A) to build the tower who will be blindfolded. The second one (B) to help the first (A) by telling him what to do. The third one (C) to order the first (A) on each step.

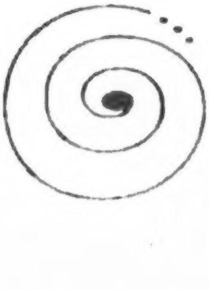
The other members of the groups will act as observers and at the beginning will be asked to guess how tall the tower will be (how many stones or blocks before it falls). This should be noted down.

Give the players 5 minutes. After the time is up, analyse how the activity proceeded.

Ask the blindfolded player-what were the difficulties he faced; how much help did he get from B and C.

Ask C if he felt like making the tower himself, or removing the blindfold from A.

Ask the observers what they understood from the game? What was the relationship between the three players? Are there such relationships in their lives? How important is teamwork for development?



MODULE 5

Planning, Monitoring and Evaluation Techniques for Trainers

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MODULE 5

Planning, Monitoring and Evaluation Techniques for Trainers

Guiding Questions For This Module

Please discuss the following:

1. What do you understand about planning, monitoring and evaluating a training programme for the LGR's?
2. What are the goals and objectives of planning?
3. What is monitoring?
4. What are the different forms of monitoring and evaluation?
5. What type of information system is necessary for monitoring NFE programme?
6. How will you involve LGRs in the monitoring and evaluation exercises?

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1. OVERVIEW

This Module aims at providing guidelines for trainers on successful planning, monitoring and evaluation of a training programme for LGRs. It provides information on the planning of a programme that will involve LGRs in all activities of the NFE.

The systematic and continual process of collection and analysis of information about a piece of work is called monitoring. Monitoring is of several types and is done at different time intervals, such as, monthly, bimonthly, quarterly or annually. It is done to assess the progress of the programme and provide inputs whenever necessary. It is a systematic way of collecting and analysing information related to the implementation of the programme in order to provide continuous improvements.

Evaluation is another essential component of the planning exercise. It gives a comparison between the real results and the expected outcomes of a curriculum, plan, project or activity and is vitally important for the success of any programme. In evaluating trainees' progress, it is be better to use simple language while making use of instruments such as questionnaire and interviews. Effective and sound evaluation is a prerequisite for improving the training programme and planning for the future.

OBJECTIVES

After a thorough and careful reading of this module, you would be able to understand and discuss:

- The importance of planning, monitoring and evaluation for an LGR's training programme.
- Broad areas and types of planning, monitoring and evaluation.
- How to ensure that the training is effectively organised, well focused and consistent in programme structure and content.
- The tools and techniques needed to understand monitoring and evaluation.

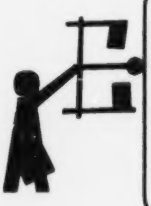
2. PLANNING

1. Why is planning necessary?

There are many reasons why we plan. In any activity we undertake, let us say for example, throwing a party, we make a lot of effort to ensure its success, such as, deciding the number of guests to be invited, the amount of food and beverages required, the venue, etc. And since planning a training programme for LGR is more complicated than throwing a party, therefore, it should be conducted more systematically. Planning a training programme for LGR is a package of learning activities for retention and application of knowledge and skills for the improvement of the quality of NFE activities. Without planning, it would not be possible to have all the necessary elements prepared in a timely manner for effective implementation.

Every trainer to be effective, should always remember that planning is necessary to foresee possible problems, constraints/obstacles and challenges and to be well prepared. Planning is required to provide direction to the training, to ensure optimum utilisation of resources, to facilitate smooth management, to reduce risk of failure and time wastage, to ensure people's active participation and proper coordination and supervision.

Planning is thus important to ensure not only effective and smooth programme implementation but also its sustainability. In order for a programme to be sustainable, different management structures must be in place, including planning, implementation, monitoring and evaluation. Planning, as the first step in this process must therefore be well thought-out, as it affects all the other aspects of programme management and ultimately programme sustainability.



EXERCISE 5.1

Based on your past experience, can you give an example of how careful planning was conducted in any other programme with which you were associated ?

Key planning questions:

- What are the goals and objectives of training programme for LGRs?
- What is the target group – male or female, youth, adults or older people, etc.
- Where do they come from – rural or urban?
- What are the specific activities to be undertaken?
- Which organisations will be responsible in undertaking these activities?
- When are these activities to be undertaken?
- What problems may arise in connection with the activities?
- What measures may be adopted to cope with these identified problems?
- How are the data stored, recorded and retrieved?
- What logistics should be kept in mind?
- What venues may be used to implement these activities?
- What resources – human, material and financial – will be required?
- Who will provide these resources?
- What mechanism would you require for networking with other organisations?
- What are the resource mobilisation strategies?
- What targets and objectives will be achieved?
- What kind of supervision and monitoring will be undertaken?
- How will these activities be evaluated?
- What gender issues at the community might relate to the training programme for the LGRs?

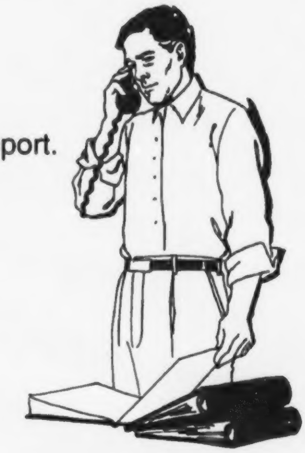
Activity 5.1

Objective: To understand the importance of networking.

As an LSGR do you often come across people/agencies contacting you for support?

____

Name some ways in which they seek your support.



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Do you think this is called networking?

____

Write the names of a few people/agencies in your area whom you will like to coordinate with.

____

____

____

____

What will be the kind of support you will look for?

____

____

____

Steps in planning the implementation of an NFE Programme

a. Integration with National Policy

It is essential to plan training programmes for LGRs as a part of the planning for NFE programmes in the country so that it is integrated with the national policy.

b. Curriculum

Planning for curriculum development includes identifying the main objectives of curriculum design and addressing some of the following concerns:

- Which agencies/organisations would be responsible for developing the curriculum?
- How would the curriculum content be determined?
- How would it be designed?

c. Materials

Materials form one of the core planning components in the implementation of a training programme. The following aspects should be kept in mind regarding materials for the NFE programme:

- Learner's needs and interests
- Types of materials required
- Content of the materials
- Quality of the materials required
- Delivery mechanisms of materials

d. Personnel

The training programme for LGRs requires many types of personnel, some with specialised knowledge and skills. The following aspects should be considered:

- Type and level of personnel required.
- Number of personnel required.
- Availability of personnel (whether full-time or part-time, or a volunteer)

e. Orientation of Personnel

Planning for personnel orientation includes the following aspects:

- Objectives
- Who will conduct the training
- Nature of the participants
- Physical infrastructure and logistics
- Duration of the course
- Training follow-up and evaluation systems

f. Delivery mechanisms

To identify the right delivery mechanism poses difficulties but it is very necessary for the success of the orientation programme. Some delivery mechanisms that can be effectively used are:

- Contact sessions such as classroom sessions
- Distance learning
- Correspondence courses
- Self-learning
- Group activities

While planning, it is necessary to identify the following:

- Nature of delivery mechanisms
- Infrastructure, logistics and resources needed
- Nature of support structures that are needed

g. Finance/Budgeting

It is very important to have a budget when planning for a training programme for LGRs. This is to ensure that adequate resources are obtained and spent according to plan.

The following aspects should be kept in mind in while planning a budget:

- Cost of materials required
- Cost of training
- Cost of facilities and their maintenance
- Personnel cost
- Cost of supervision
- Cost of monitoring and evaluation
- Sources of funding and budgeting
- Availability of local resources
- Ways of mobilising resources

h. Monitoring and evaluation

In many programmes, monitoring and evaluation are often not given adequate attention. The following questions should be answered in planning for evaluation and monitoring procedures:

- Who will conduct monitoring and evaluation?
- What are the criteria for monitoring and evaluation?
- How will the information be collected?
- How will the information be utilised for the effective implementation of programmes?
- How will the information be shared?

i. Contingency planning

In any training programme, there are unforeseen problems that might arise. Some of them might adversely affect the overall success of the programme. For example, what would happen if a facilitator resigns from his/her job in the middle of the training? This could be a major disruption in the programme. Have you planned substitute/additional facilitators?

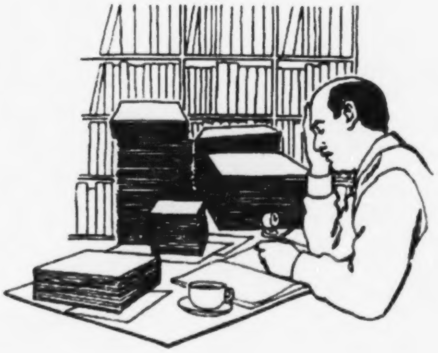
The questions that should be asked in contingency planning are:

- What problems are anticipated?
- What preparations could be made to prevent the problems?

Activity 5.2

Objective: To understand that planning revolves around assessing community needs.

What is the literacy rate in your community?



Identify the target group?

What are their needs and problems, and socio-economic conditions?

Prioritise and choose the core problem

Desribe an appropriate plan of a literacy programme as a solution.

3. MONITORING

Definition

Monitoring is the process through which the implementers of the project ensure that actual activities conform to the planned and intended ones. It is employed to make things happen in accordance with the plans, programmes and timeframes initially specified. It is a systematic effort to compare performance with laid-down objectives and standards in order to determine whether progress is in line with them. It also envisages the taking of remedial measures where slippages occur, the foreseeing of difficulties before they arise and making on-line corrections to keep the programme on track.

Main features

- It is a continuous process - an on-going activity that begins with the programme and tracks each activity to its finish;
- It is dynamic - In the sense that its processes and details evolve and change as the monitoring function gets under way;
- It is forward looking - inasmuch as it seeks to anticipate problems and shortcomings;
- It is continuously corrective - in that it suggests remedial measures on-line to rectify defects and failures even as they occur;
- It is an all-encompassing function - so that everyone responsible for the implementation of the project has to play his part.

M	Minimum requirements to be met are stated in the guidelines/criteria
O	Observe and analyse the inputs, processes and output of the programme
N	New strategies and techniques applied
I	Issues and problems given due attention and solutions
T	Training of trainers, participants and other stakeholders
O	Opportunities, strengths and weaknesses are considered
R	Record on results of monitoring and evaluation
I	Instruments such as questionnaire, survey and interview
N	Needs of the community are considered
G	Gain updates on the progress of the NFE programme

- It is both top-down and bottom-up - that is, it is driven both by initiatives from above and feedback from below:
- It enforces clear thinking and constant alertness - this is because objectives and standards need to be clearly established and shortcomings perceived will need to be immediately addressed.

Relationship between Planning and Monitoring

Earlier we have had occasion to understand the meaning of planning and to realize why it is vital to the success of any project. But planning without monitoring is useless and monitoring without planning is meaningless. Planning is the determination of objectives, goals, strategies and time-frames. Therefore, it is anticipatory. Monitoring, on the other hand, is the directing of the operations connected with the project towards the maintenance of standards, implementing corrections and obtaining feedback. Thus planning and monitoring are closely interlinked - one follows and also flows from the other. Planning sets the course and monitoring ensures that things stay on-course.

Elements of the Monitoring Process

Establishing Standards

These arise out of the planning exercise which sets goals, objectives, targets, time-frames etc. These need to be set in advance and broken down into physical and/or monetary terms. They must be specified in a meaningful way and clearly understood and accepted by everyone involved with the implementation of the project. Also such targets as are set should be realistic, attainable and adequately motivating.

Setting up an Effective Feedback Mechanism

The effectiveness of the monitoring system is greatly influenced by the accuracy and reliability of the information flow. Therefore, a robust mechanism must be put in place to ensure the free flow of data, statistics, reports, returns etc. that will provide the basis for the regular availability of useful information on which action can be taken. The feedback may be so organised as to be both oral and written. For oral feedback, regular field visits must be organised. For written feedback, suitable forms and formats may be designed. These should be short, simple and easy to fill as well as read.

Measuring and Appraising Performance

Once standards have been defined and established, the next element in the monitoring process is that of measuring and determining the quality of actual performance. Such measurement must be made in the units or terms into which the targets were broken down at the planning stage. Again, measurement of actual performance does not mean merely knowing what has happened. On the contrary, measurement should also include predicting what is likely to happen. This means that deviations, shortfalls, overruns, etc. are forecast well in advance, so that corrective actions are initiated to forestall adverse circumstances. In other words, measurement of performance as an element of the monitoring process, should follow a forward-looking approach.

Taking Corrective Action

When significant deviations are noticed from the set quality standards, time schedules, physical targets or cost estimates, corrective actions need to be initiated. These may involve, pulling up implementing personnel, tightening supervision, more frequent field visits, streamlining cash flow, motivating participants and target groups, undertaking more imaginative community participation exercises, improving the quality of teaching-learning material, retraining volunteers and field staff etc. However, hiking budgets, employing more personnel and increasing the time span may be resorted to only in very exceptional circumstances.

Who will Monitor?

The function of monitoring is all-pervasive - in other words, everyone involved in the project has a duty to fulfil in the process of monitoring. Right from the bottom rung of the ladder i.e. the field functionary and the learner to the LSG i.e. yourself and the project personnel, everyone has to keep his eyes and ears open to detect snags and come up with suggestions for betterment. As an LSG, however, you should maintain constant touch both with the field as well as the project headquarters in order to see that there is no slackness in the pace of implementation . And, if and when, you do notice shortcomings or have suggestions to make, you should immediately bring them to the notice of the project functionaries. Finally, of course, it is the responsibility of the chief coordinator or Director of the project to see that effective monitoring takes place and corrective measures are taken well in time.

Pre-requisites of an Effective Monitoring System

- Regular reviews and meetings at periodic intervals;
- Regular field visits both planned and surprise:
- Clearly defined, measurable objectives;
- Special, clear-cut budget for the monitoring process;
- Suitable monitoring system tailor-made for the project:
- Simple language, design and operation;
- Flexible characteristics that can accommodate on-line exigencies:
- Prompt reporting of shortcomings, failures, slippages, cost overruns or exceptionally good performance;
- Corrective action must be put in place as soon as deviations/ shortfalls noticed;
- Economical operation without incurring high costs.

How Monitoring is to be Undertaken

The first need is the development of the tools for data collection. These tools vary from programme to programme. But for the purposes of undertaking an NFE programme you, as an LGR may use the following:

- Questionnaire to seek responses from the target group as well as implementing personnel - such questionnaires must be user-friendly and comprehensive:

- Checklist to set down activities and their time frames;

- Observation by means of both regular and surprise field visits:
- Interviews with beneficiaries, community representatives, implementing personnel, and other stake-holders;
- Discussions with both individuals and groups.

The second important need is the training and orientation of those to whom the task of monitoring has -been assigned. They must be motivated and coached to do their work objectively and without bias.

Thirdly, it would be necessary to prepare, easy-to-use forms which would be filled up by the implementing personnel and handed over to the monitoring staff. Such forms would need to be such that they could be easily standardised and quickly collated.

Finally, monitoring must be undertaken both at the headquarters of the project and at suitable intermediate locations. For example, if the project is located at the headquarters of the local government, then the area of jurisdiction could be divided into convenient zones. In each zone a specially designated person could hold periodic review and appraisal meetings and collate the data for the zone at regular, specified intervals. The data obtained from the zones could then be consolidated at the headquarters and analysed suitably to detect shortfalls and other lacunae and immediate corrective action initiated.

Example of a Monitoring Form

Country:

Province/City:

District/Municipality:

Sub-District/Community:

Number of participants: Male: Female: Total:

Items	Rating Scale		
	Excellent	Satisfactory	Needs Improvement
1. Attendance of Participants			
2. Contents:			
• Orientation			
• Literacy, Education and Development			
• Role of Local Government in Education			
• Supporting Non-formal Education Programme			
• Planning			
• Monitoring and Supervision			
• Evaluation			
3. Trainers' Performance			
• Well-prepared			
• Friendly			
• Regularity			
4. Materials Used			
• Availability of supply materials such as paper, pencils, books, handouts, flip charts, posters, etc.			
Other Comments:			

4. EVALUATION

Meaning of Evaluation

Evaluation is the systematic process of collecting and analysing information in order to determine whether and to what degree the objectives of a programme or project have been, or are being achieved.

E	Expert and laymen's judgement combined
V	Value of the NFE program to the community/beneficiaries
A	Assessment of the programme trainers, participants and other stakeholders
L	Level of participants/ trainees as basis
U	Utilisation of learning/ training gained
A	Achievement/ accomplishments
T	Targets are met in due time
I	Indicators of evaluation
O	Outcome of the programme
N	Next activity and follow up for sustainability of the programme

Classification of Evaluation Methodologies for NFE Programmes/Projects

Concurrent Evaluation: This is done at periodic intervals throughout the lifetime of the project such as say, quarterly or half-yearly.

Mid-term Evaluation: This done half way through the project duration. Thus if a project is to run for three years, the mid-term evaluation would be taken up at the end of eighteen months.

Final Evaluation: This is taken up after the project has run its course i.e. it is essentially a post mortem.

Purpose and Objectives of Evaluation

It is important to understand the broad objectives and purposes of evaluation so that such evaluation may be conducted not only with a credible methodology but also in the right spirit:

1. To provide an objective and a reliable assessment of the learning as well as the socio-economic impact of the programme in the area of operation;

2. To provide feedback to local organisers, implementation personnel and other stakeholders about the outcomes of the project, its strengths and weaknesses, and suggest remedial measures;
3. To provide academic and quality inputs into the planning of future programmes.

Who Should Evaluate your NFE Programme?

Generally speaking it is always better to get the evaluation done by a competent and reliable external agency. Although this does cost a little more, yet the advantages are many:

- It saves additional burden on the project personnel;
- It prevents the entry of bias into the process;
- Its objectivity becomes evident to financiers, organisers and other stake-holders;
- It allows the job to be undertaken by professionals who have competence and ability as against project personnel who would otherwise need to be trained rigorously;
- It allows the broader vision of an outside organisation to be imparted into the process. Thus the remedial measures suggested would be much more wide-ranging and based on the accumulated experience of the external agency.

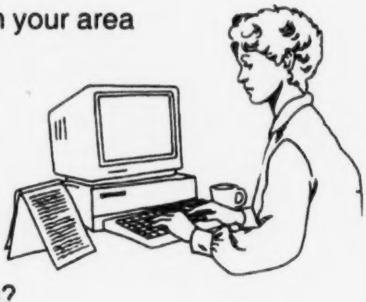
Where to Conduct the Evaluation

The process of evaluation must necessarily be carried out in the area of operation of the project. The evaluation team must tour the area extensively and select the sample villages with care and caution. They must pay special regard to the terrain and topography trying to bring within the ambit of evaluation the remote, inaccessible or unaccessed areas. No credible evaluation can and should be conducted by remote-control from the headquarters or from a convenient distance. Proximity to the scene of action is the vital necessity.

Activity 5.3

Objective: To understand the situation of the on-going programmes in the locality

Identify some on-going NFE programmes in your area



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Which agency is responsible for monitoring?

____

What is the frequency of monitoring

____

Has the programme been evaluated? If yes, when?

____

If no, why?

____________________________________-________________

Do you think there has been a constant monitoring and evaluation of the programme?

____

____

Process of Evaluation

1. FOCUS

No doubt the main focus will be on the learning achievement of the learners. Therefore, the inputs that have been provided to the learners must be carefully assessed. Thus, there will be, on the one hand, a careful evaluation of materials provided and training quality of instructors, and on the other, there will be a critical assessment of the actual transaction of the materials as well as the learning achievement of the learners.

2. PROCEDURES

The evaluation must commence as soon after the completion of the programme as possible. A time lag here can prove very detrimental to the objective of the evaluation which is to present a true picture of the impact of the programme. Therefore, the agency selected for the task must be identified well before the programme is complete. The selected agency must be fully briefed on the details of the project design as well as the objectives and the intended outcomes. Their payment schedules and terms of reference should be drawn up carefully and the concerned documents signed.

3. PREPARATION OF THE EVALUATION DESIGN

The design of the evaluation must be brief and simple. If the design is well prepared, it will check inefficiency and waste. The essential features of the design should be:

- A clear understanding of the issues involved and the aspects to be investigated;
- A clear understanding of the specific objectives of the evaluation;
- A clear understanding of the ways in which the data collected will be expected to contribute to the conclusions expected to be drawn;
- A carefully worked out plan for collecting data;
- A carefully worked out plan for handling the data collected;
- A carefully worked out plan for analysing the data collected.

4. UNIVERSE

A universe is the totality of people, events or objects from which the sample is to be drawn. In the case of our NFE project, the universe will consist of the total number of people who were targeted.

5. SAMPLING

From the universe, a representative sample is to be drawn. Before this is actually done, necessary information about the learners and the area of jurisdiction must be obtained by the agency from the project authorities/ implementers. Sampling is a procedure by which some units are selected from the universe in such a way that that the selected sample is truly representative. The object of this selection is to make some further observations or measurements and come to certain conclusions about the entire project.

6. CHARACTERISTICS OF A GOOD SAMPLE

- It should yield the highest amount of accuracy possible for its cost;
- It should be so designed that it is as representative as possible;
- It should be random
- In the case of our NFE project, given the financial constraints, a representative, random sample of approximately 5% of the universe should be enough.

7. CONSTRUCTION AND ADMINISTRATION OF TEST PAPERS

The test papers should be simple, prepared in the local language and must test the all the areas of core competencies as well as issues related to the environment in which the target group lives. The persons chosen for administering the test papers must be carefully trained and oriented. Also, the evaluation process should be as participatory as possible.

8. DATA COLLATION AND ANALYSIS

Once the raw data has been collected it must be carefully compiled and collated. Thereafter, the analysis of the data would begin. The analysis in this case should be simple and straightforward bringing out carefully conclusions that are free from bias. The conclusions arrived at should be in line with the intention of determining whether or not the project achieved its desired outcomes within the allotted time-frame and budget.

9. PRESENTATION OF THE REPORT

The report should be short and to the point. It should avoid unnecessary elaboration and padding. It should present the reader with a clear picture as to the achievements and shortcomings of the project. It should endeavour to focus also on the reasons for successes and failures. Where shortcomings or drawbacks have been brought out, there causes should be clearly highlighted.

10. RECOMMENDATIONS

Finally, the Evaluation Report must contain a set of recommendations that would suggest practical remedial measures for offsetting the weaknesses that came to light during the course of the evaluation. Such recommendations should refrain from being mere platitudes. They should also not be so ambitious as to defy implementation.

11. CONCLUSION

The monitoring and evaluation framework detailed above is rudimentary in nature and scope. It is, therefore, ideally suited for NFE projects which are usually situated in backward regions and have to make do with relatively small budgets. At all times the monitoring and evaluation process must take into account that the NFE project is community-based wherein the needs and interests of the people in the community, most particularly women and out-of-school youth, are served. Local Government Representatives involved with NFE projects must understand these processes so that by effective networking they can ensure tight monitoring and meaningful evaluation.

EXERCISE 5.2

1. What is monitoring? Why monitoring is done?
2. What are the different types of evaluation? Who conducts the evaluation of the NFE programme?
3. What are the major tools of evaluation?

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Suggested Interview Schedule

for Studying the Adequacy and Efficiency of the Organisational System (Training, Supervision, Monitoring)

1. Is the organisational structure functioning effectively? Yes / No
2. Are all functionaries discharging their roles effectively? Yes / No
3. Whether a PERT (Programme Evaluation & Review Technique) Chart has been evolved for smooth implementation of PLP? Yes / No
4. Was a Training Needs Assessment Survey taken up prior to preparation of training modules ? Yes / No
5. What were the steps taken for actual conduct of training programmes in terms of:
    - (a) selection of resource persons
    - (b) selection of volunteers
    - (c) venue
    - (d) timing (duration)
    - (e) facilities for training
    - (f) evaluation of training programme including training material
6. How many participants are there per training programme?
7. What are your comments with regard to the effectiveness of training inputs?
8. Is the mode of training participatory? If not, mention the mode adopted.

9. Are the teaching/learning materials supplied to the centres:
   (a) in time
   (b) adequate
   (c) relevant
   (d) of quality

10. Is there a system of collecting feedback from the training programmes and acting on it ?

11. Who supervises the training programmes?

12. Who supervises the self-study of learners?

13. What is the frequency of such supervision?

14. What is the rate of participation of learners in self-study programmes?

15. What mechanism have you evolved for ensuring the flow of information from village to district level and vice-versa ?

16. What coordinating mechanism have you adopted with other agencies?

17. Is there any effort on the part of the supervisor to bring back dropouts into the self-learning phase?

18. Is the supervision adequate/inadequate?
    Give reasons in support of your response.

19. What monitoring mechanisms (formats, visits, meetings) have been adopted for the programme?
    Is there an MIS for this purpose?
    (a) is the monitoring mechanism adequate/inadequate
    (b) if inadequate, kindly substantiate

20. What corrective measures are to be adopted for smooth implementation of PLP?

Terms Used

Planning: a series of steps undertaken to specify how activities could be carried out; what are the necessary resources, etc ...

Contingency planning: a series of steps undertaken to specify how the activity could be carried out in case of unforeseen shortcomings, constraints or obstacles.

Training Programme: a process during which learners learn from experts who facilitate the acquisition of knowledge, skills and attitudes about a particular subject area.

Management: the act of implementing, monitoring and evaluating programme activities.

Monitoring: The systematic and continual process of collection and analysis of information about a piece of work is called monitoring.

Evaluation: is the systematic process of collecting and analysing information in order to determine whether and to what degree objectives have been, or are being achieved.

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